

CALIFORNIA TEACHERS' ASSOCIATION

Sierra Educational News

Index to Volume XXII

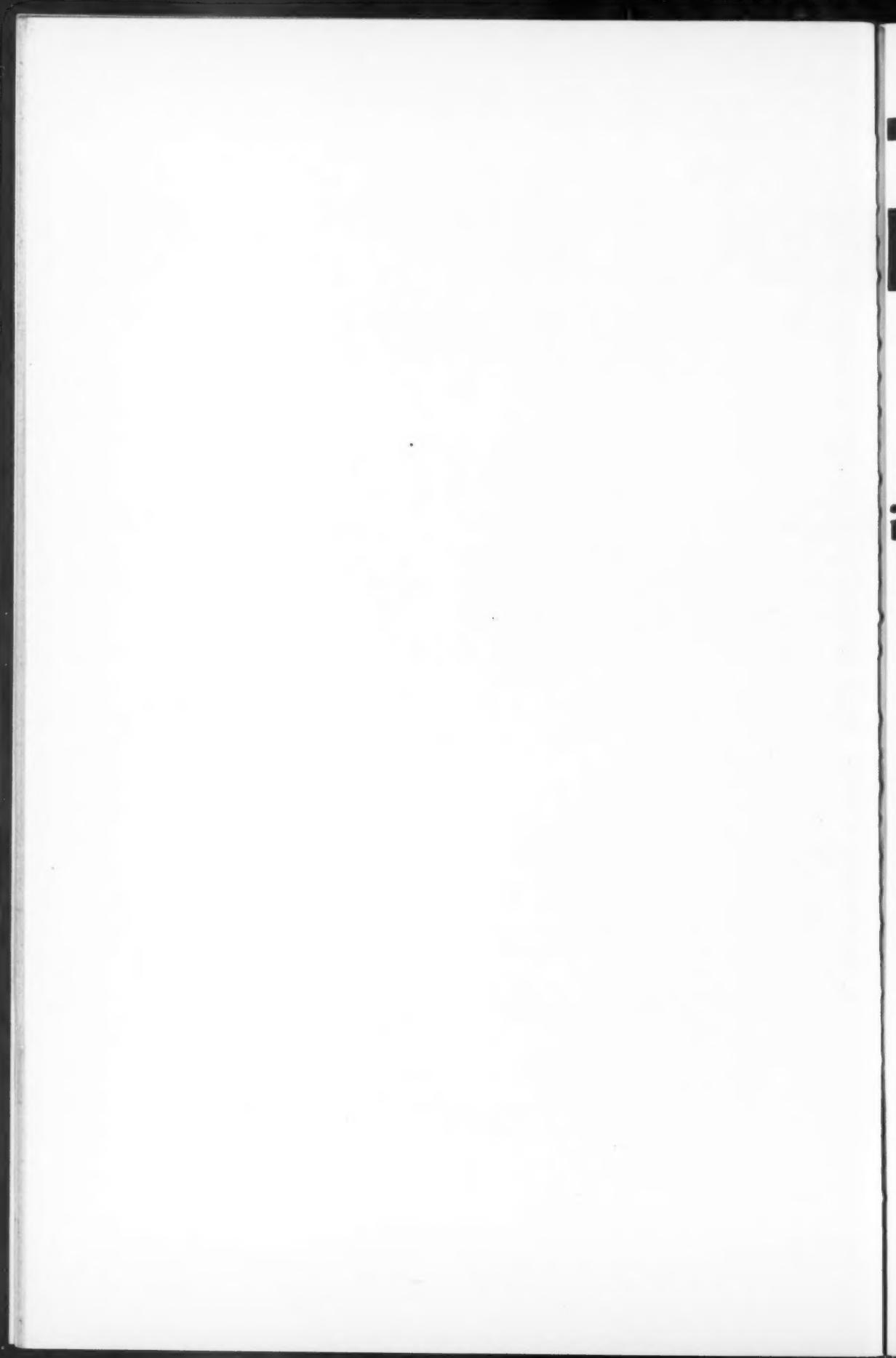
January to December, 1926



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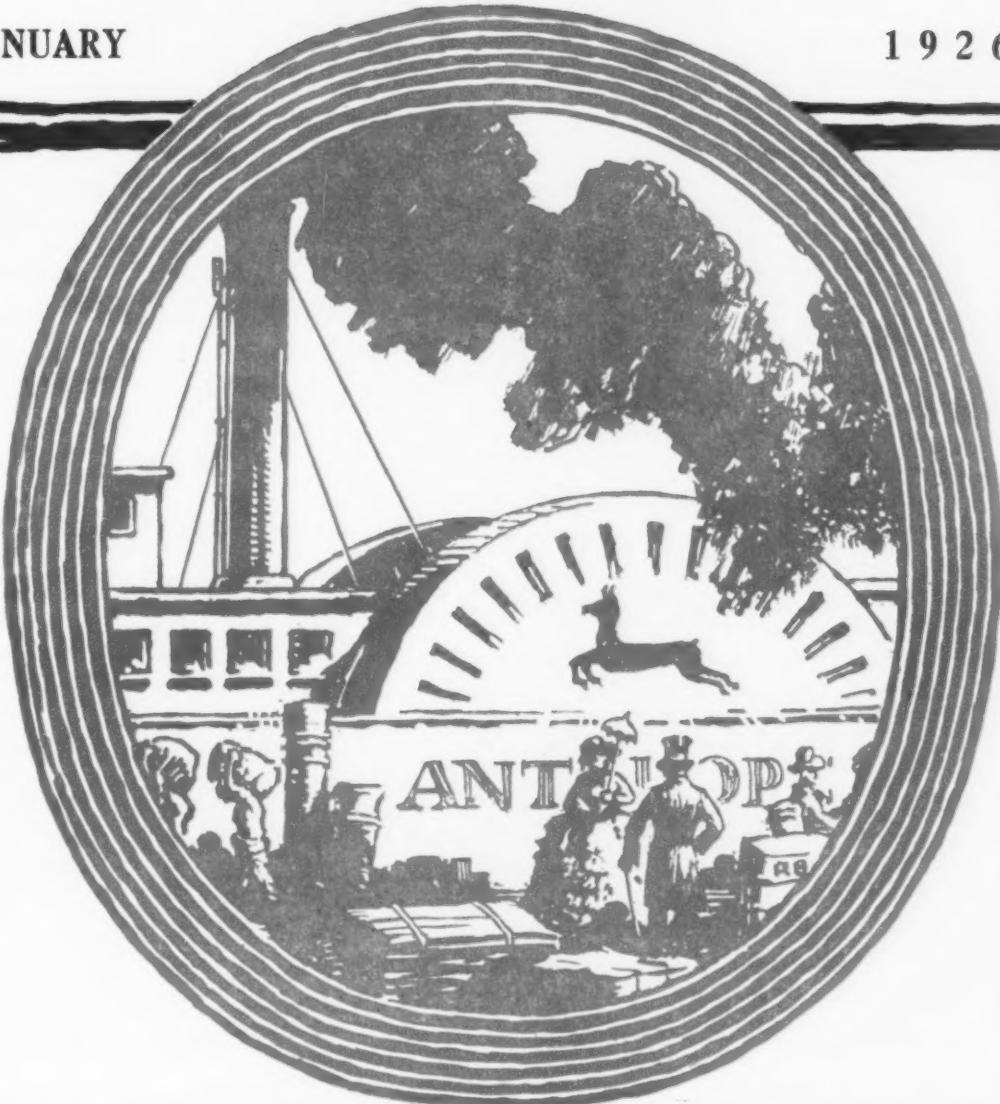
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• SIERRA • EDUCATIONAL NEWS

JANUARY

1926



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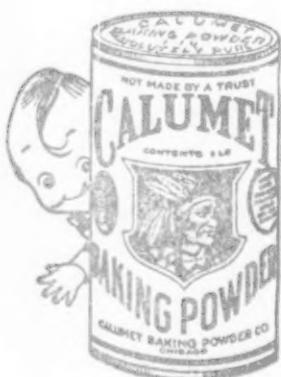
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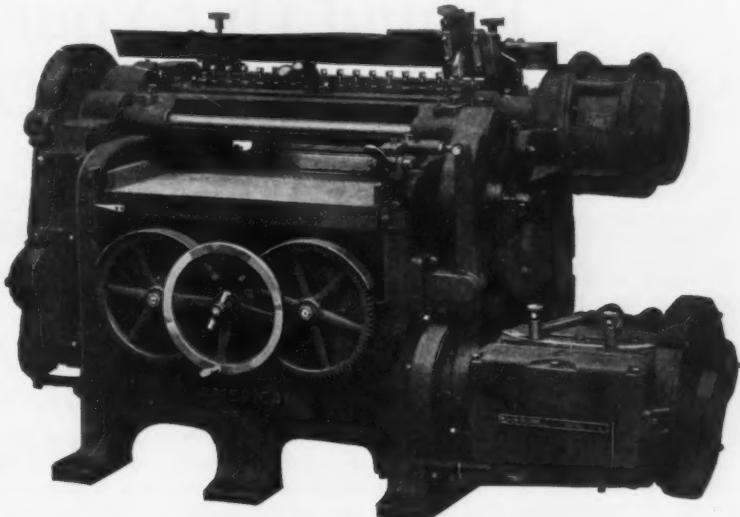
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SIERRA EDUCATIONAL NEWS

Official Publication of the California Teachers' Association
Published by the California Council of Education

Editorial and Business Offices, 930 Phelan Building, 760 Market Street
San Francisco

The Sierra Educational News is a member of the Educational Press Association of America and is published in accordance with the standards of that organization.

ARTHUR HENRY CHAMBERLAIN, Executive Secretary of the Council.....Managing Editor
VAUGHAN MacCAUGHEY.....Editor

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The Beginning and the End of Child Labor

(Courtesy National
Child Labor
Committee)



EDITORIAL



IN THAT admirable magazine, "The Atlantic Monthly" for the November just passed, are a brace of articles that should be widely read throughout the country. The one, entitled "Good Business"

SALARIES AND SERVICE RESEARCH VS. TEACHING

for better pay for members of the teaching profession. The other, under caption "He asked the Dean" by Benfield Pressey, shows how necessary it is that proper advice and guidance should be offered young people when entering college in the selection of courses and choosing of instructors.

Mr. Brandon in "Good Business," features a young college gentleman who is president of the board of trustees of the college. In course of conversation it is brought out that the banker pays his chauffeur a salary of \$2100 "besides his uniform and his living quarters, rent free." In justification for such salary, the banker declares that "if you want a good article you have got to pay a good price for it." He goes on to say that he will not trust his safety to any but a good chauffeur. His butler receives \$2500 a year together with his uniform, room and meals free. It is "good business," declares the banker, to pay a good price for superior service.

This furnishes the opportunity the college instructor desires. He points out that the chauffeur and butler are required to spend little time in preparation for their work. The instructor has spent four years in college and three additional years in graduate study, all

at his own expense in order to be eligible to a minor position on the faculty of the college at a beginning salary of \$1100; and finally after three years' teaching at a salary of \$1400 per year with a prospect of an assistant professorship five years hence at \$2500. And with the professor, nothing is free,—advanced study, books, clothing or house rent.

When the banker points out that it is good business to pay \$2100 for his chauffeur and \$2500 for his butler in order to secure competent people and excellent service, it gives the college man the opportunity to show that it would likewise be good business to pay more adequate salaries to college instructors, thus to insure the calling of the best men and the prospect of holding them in the profession. This is an eye-opener to the banker. As might be expected, he is non-plussed. He has never thought seriously of the problem in this connection. And when the professor tactfully reminds his banker friends that the latter's son is reporting in one of his own classes each day, the banker really begins to think.

Now comes a hypothetical conversation between a young chap who is entering college, and the freshman dean, to whom he goes for advice. The boy propounds a series of knotty but pertinent problems touching the value of a college education; how one may determine the proper courses to elect and how best to select the teachers who will give as full consideration to the student as to the subject.

The boy desires to know whether the college will take care of his character development. The dean's reply: "We

assume that if we teach you facts, their relations to each other and their relations to life, we teach you at the same time how to live." Then comes the "meat in the cocoanut" when, in answer to the boy's question as to what is a college, the dean says: "A college is a group of men working together for the advancement of knowledge." To this the boy hurls back, "the advancement of knowledge among others or among themselves?"

These two articles are thought-provoking. Of course, it is good business to demand service and quality, whether one is engaging a chauffeur, a butler or a teacher. And, of course, the banker is right when he says that to get good service you must pay for it. Why then, in the name of common sense, do not the bankers and financiers and men of affairs everywhere realize the need for the payment of more adequate salaries for teachers, in order to secure and to retain good material? The banker will trust himself to ride in his car only as there is at the wheel a trained mechanic and superior driver, but he goes complacently along while his son pursues his college courses under poorly paid and sometimes inadequately trained professors. It's time to stop complaining about the excessive cost of schools and the high taxes resulting therefrom. It should be realized that in the interest of good business and economy, teachers' salaries should be increased.

And the long-suffering freshman surely needs the judgment and advice and council of instructors who have as great interest in him as they have in their specialties. Investigation and research have a legitimate place in the college and university, but the prime business of schools—elementary, secondary, collegiate,—is that of teaching. When teachers think less of their stand-

ing among their colleagues in the field of research than they do of the profession and their ability to impart knowledge, the freshman will have a chance for a better start in life.—A. H. C.

ONE of the most significant educational developments of recent years is in the field of the pre-school, kindergarten, and primary departments. The nursery school has passed the experimental stage and is now recognized as an educational instrument of incalculable value.

Thoughtful people everywhere, both in the school group and in the laity, are realizing in a new way, the tremendous importance of the years of early childhood. All of the researches during the past few decades in child-study, sociology, genetics, psychology, physiology, and hygiene, focus upon the rich and all-important educational possibilities of these early years.

In the past, educational technique has centered upon the grammar school, secondary, and collegiate periods in the life of the pupil. It is safe to predict that in the future just as much emphasis—indeed far greater emphasis—will be given to the pre-natal, babyhood, and early childhood periods. Indeed it is possible that one of the best ways in which to educate a child is to first *select the parents!*

Every progressive school person is keenly and intelligently interested in the splendid present-day movements in the happy realm of kindergarten-primary education. This issue contains a galaxy of admirable contributions along these lines.
V. MacC.

THIS YEAR New York City has enrolled, for the first time in its history, more than a million children in its public school classes. Chicago has to its credit more than half a

**WEALTH IS
PRODUCED
BY SCHOOLS**

making to the nation. It is America's greatest investment in its future. The urge for education in this country has grown to such proportions that educational institutions are being taxed to their utmost to house the millions clamoring for admission.

The broad diffusion of American education brings into conspicuous view the force of the dominating idea of the nation—equality of opportunity. Education is not confined to "white collars." Scholastic training penetrates farm, factory and work-shop. Hundreds of thousands are subjected to its influence in night classes, extension classes, part-time classes, correspondence courses and, at home, by radio. It makes education—as is proper in a nation founded on democracy—democratic.

This spread of learning calls for an equalization in our social status. Education must establish it. Existing social classifications can hardly survive the present leveling influence of literacy. In this country, where a laborer today becomes a bank president tomorrow; where a shop mechanic lifts himself to motor magnate; where the self-made rise suddenly from obscurity to eminence, there is needed a new social recogni-

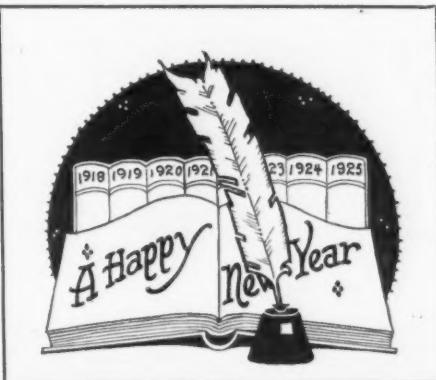
tion for all honorable occupations.

Education is a great evolutionary force. It is vanquishing the barriers between those who toil by hand and those who labor by brain. It is demolishing the walls that separate the socially elect from those of humble origin. Step by step this country is moving in the evolution of a new measure for social value—*worth* rather than wealth. If there is to be any aristocracy at all, it will be an aristocracy of "brains." Education tends more and more to become the world's true index of value. In every occupation men and women are measured by their works. The quality of their work is powerfully determined by the knowledge and training education bestows. V. MacC.

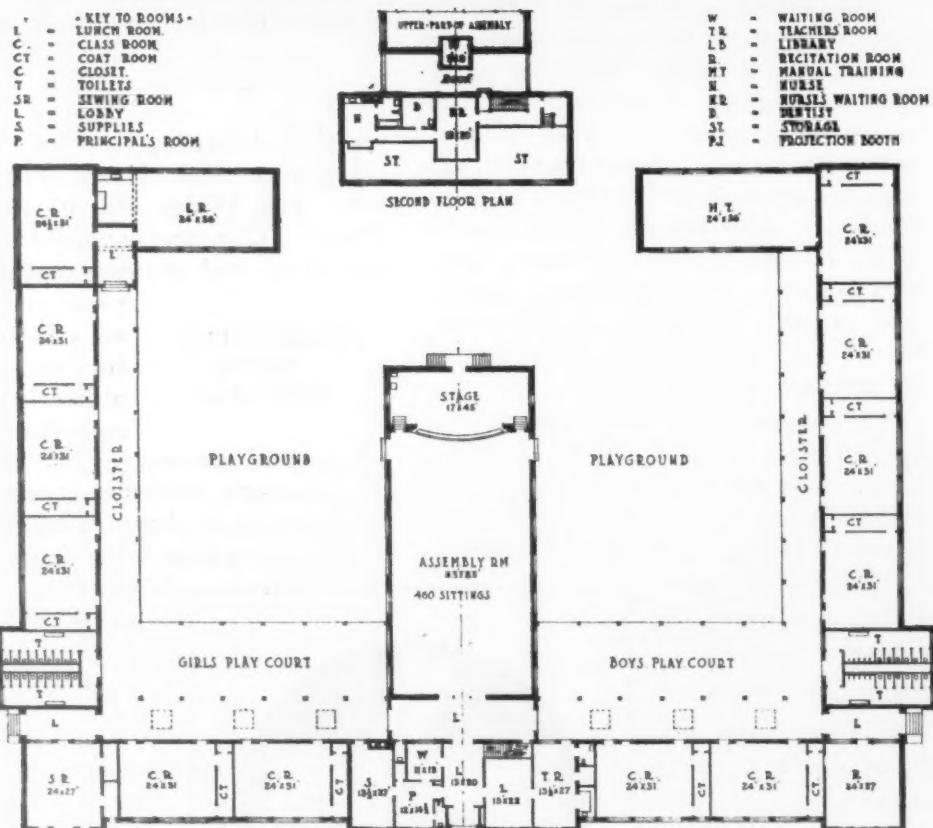
THE February issue of the Sierra Educational News will feature "The Wider Use of the School Plant." This concise phrase epitomizes that great and growing movement for

**COMMUNITY-
WIDE
SCHOOLS**

the socialization of education and for the abundant utilization by the community of its educational resources. No building in the American community is more typical of the spirits of America and the ideals of democracy than is the American public school-house. It belongs to all the children of all the people. We will be pleased to receive brief notes and photographs from school people generally, illustrating specific instances of the community use of the school plant. V. MacC.



A California School: *Franklin School, Santa Barbara*



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FIRST FLOOR PLAN
SCALE OF FEET

(See Page 56)

The Message of Progressive Education

DR. CHARLES N. ELIOT, during his presidency of Harvard University, injected into American education a vital idea, namely, that of spontaneous personal interest and enthusiasm, rather than compulsion, as the driving force in education.

Applying this same principle to primary and secondary education we have the so-called "progressive movement." Dr. Eliot, in a recent number of the magazine "Progressive Education" says in regard to this movement: "The progressive schools are increasing rapidly in number and in influence, and the educational public is becoming more and more awake to their merits. They are to be the schools of the future in both America and Europe."

What are the principles of this new education which Dr. Eliot praises so highly? The aim of the progressive schools is to conserve and develop—by means of education, not in spite of it—the child's innate qualities of spirit and of personality; to make the acquisition of knowledge a normal and joyous process; to help the child as much as possible to grow in expressiveness, in initiative, in self-reliance and self-direction, and in the power to reason and analyze; to cause the child to acquire the tools of knowledge rather than merely to learn by rote; and to aid in the development of

an upright and harmonious character which shall make for social as well as intellectual excellence.

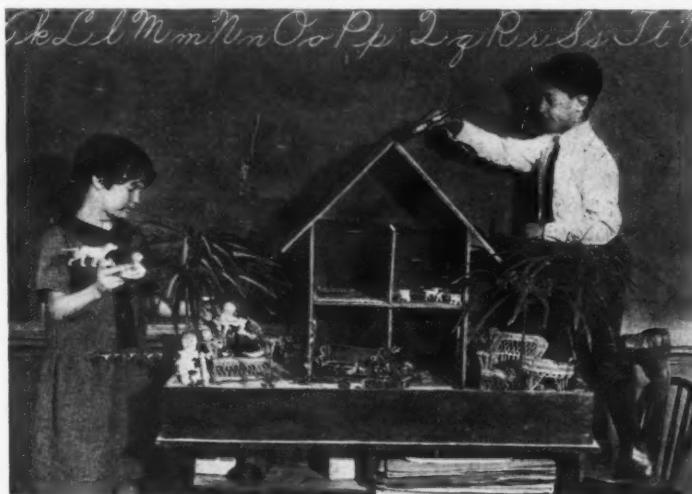
Stanwood Cobb

*Former President
The Progressive Education
Association of America*

Progressive Education

PROGRESSIVE Education seems to have reached a point where it needs no apologies, but still requires some explanation. Dr. Charles W. Eliot has called it "the most promising movement going on in American education." It seems to me one can define it briefly as three interrelated lines of improvement: (1) the recognition of everything that concerns the child as the school's responsibility; (2) the realization of the importance of genuine interest and pleasure in work as primary motives; (3) the scientific study of the curriculum, school conditions, and the child, as the basis for more efficient as well as more human work. Intelligently interpreted, these aims should inspire and free the teacher as well as the children.

*Eugene R. Smith, President,
Progressive Education Ass'n.
Beaver County
Day School
Brookline, Mass.*



PROGRESSIVE education in the Machado School, Venice, California. The sand-table is put to a variety of uses. The boy is happy in building and painting and the girl is showing her home-making instincts.

The modern kindergarten and nursery school builds a spiritual edifice out of the natural instincts and aptitudes of the child.

More Progress Here

Carleton Washburne has made effective, to a notably successful degree, the educational philosophy of his mentor, the late Frederic Burk, president of a California state teachers college.

MORE progress is being made in methods of teaching and in understanding of children in the primary grades and in the nursery schools than anywhere else in the education field. It is fitting that the greatest concentration of our attention should be first upon little children, whose attitudes and habits are in the making.

If only our educational progress can keep pace with the growth of these youngsters, so that each succeeding grade meets them with the same understanding and scientific spirit which is being manifested in the best of our pre-primary and primary grades, these children will be well-equipped to do their part in a new and fast changing world.

*Carleton Washburne,
Superintendent of Schools
Winnetka, Illinois*

Growth With Development

IN PLANNING a program of activities for the pre-school child our most important consideration is that it shall be consistent with the laws of growth—with development. Growth does not mean only increase in bulk, but increase in the integrated progress of the organism toward maturity.

In dealing with the fabricated product we must wait till the final stage before it can be used. In the living, growing organism, use—function, proceeds throughout growth, and since growth is itself a dynamic process, it contributes something permanent to the whole personality and to the total maturation process in every phase.

It is then, not the task of education to see that the stages of growth succeed each other as rapidly as possible but so to plan the environment that the capacities of each stage are fully realized.

Harriet M. Johnson

*Bureau of Educational
Experiments
144 West 13th Street
New York City*

Recent Progress In Kindergarten Education

NINA C. VANDEWALKER

Formerly Specialist in Kindergarten Education, U. S. Bureau of Education

AN INCREASE of 61,547 in the kindergarten enrollment of the United States is shown by the Bureau of Education statistics for 1922-1924. This increase represents 39 states and the District of Columbia. In the remaining 9 states there were losses instead of gains. In 1920 the increase was 37,811; in 1922 it was 44,881. The increase for 1924 therefore shows the progress to be cumulative.

This increased enrollment is but one of the lines of progress in kindergarten-primary education. Another is the better functioning of the kindergarten in the school as a whole. This is due to a better insight into the principles of modern educational procedure on the part of both kindergarten and primary teachers, and

to the better training that both now receive. It is due also to a better organization of the school and a more effective type of supervision. In the early years the kindergarten and primary grades were quite unlike and each had separate supervision.

At present 100 of the 159 kindergarten supervisors throughout the country are of the kindergarten-primary type. These supervisors are working very intelligently for corresponding facilities in the furnishing and equipment of the kindergarten and primary rooms; a curriculum and methods adopted to the needs of both groups of children; and for an organization that allows the children the freedom needed for the best type of work.

The outcome of these efforts to make

the kindergarten an organic part of the school is shown in the quality of the children's work, and in the unified courses of study that have been worked out in several school systems. These are organized upon a modern basis from the kindergarten up. They have been organized by the teachers as a body, or by committees selected or appointed for that purpose and serve as a guide for the whole staff. Among the cities that have organized such courses are: Kalamazoo, Seattle, Denver, Los Angeles, and San Francisco.

New Books

SUCH courses cannot be secured by every one, but the need for material that illustrates the new type of kindergarten-primary education has brought several books of this kind into existence. Among these are "A Conduct Curriculum for the Kindergarten and First Grade," compiled by a group of kindergarten and first grade teachers under the direction of Patty S. Hill. Another is "Early Childhood Education by the Misses Pickett and Boren, of the East Texas State Normal School; and a third, "Unified Kindergarten and First Grade Teaching" by Mr. S. Chester Parker and Alice Temple. The fact that a total of 10 books, 12 Bureau bulletins or circulars, and 20 articles for educational periodicals were written on this subject during the period from 1922 to 1924 shows that kindergarten-primary education is a live issue in educational circles.

Very significant progress has also been made in the training of kindergarten and primary teachers. This is shown by the addition of kindergarten departments to teacher training institutions that have not thus far had them; the lengthening of existing courses; the substitution of combined kindergarten-primary courses for the former separate ones; and the organizing of graduate courses leading to degrees. All these changes are contributing to the efficiency of the work in the kindergarten and primary grades, and

therefore to that of the school as a whole. Recent studies of children's progress in the grades shows that the percentage of kindergarten children who fail in the first grade is perceptibly smaller than that of non-kindergarten children. The kindergarten is therefore being considered in a new light—a means of reducing the number of first grade failures. It is therefore recognized as a factor in school efficiency.

The progress thus indicated has been that of the kindergarten and its "upward extension," but good progress has also been made in its "downward extension,"—the nursery school. Since the organization of the Merrill-Palmer School in Detroit in 1920, and the lectures on the nursery school at Teachers College by Miss Grace Owen in 1922, from 30 to 40 additional nursery schools have been organized. The following cities are known to have from one to several: Boston, Cambridge, Chicago, Cincinnati, Cleveland, Detroit, Highland Park, Los Angeles, Minneapolis, Missoula, Montclair, New Haven, Philadelphia, Pocatello, Schenectady and Washington, D.C.

Nursery Schools

The nursery schools are of different types. Some are in substance, underage kindergartens, and others co-operative neighborhood institutions. It is in connection with the latter these that the American Association of University Women is rendering a great service. It has an educational director, and has been instrumental in organizing 19 nursery schools and 99 pre-school study clubs. The funds for this are furnished by the Laura Spelman Memorial Fund. As far as known there are six institutions that offer courses for the training of nursery school teachers. These are the Merrill-Palmer School, Detroit; Columbia University; the Ruggles St. Nursery School and Training Center, Boston; the Cleveland Kindergarten Training School; Temple University, Philadelphia; and the Southern Branch of the University of California, Los Angeles.

The California Teacher Association section meetings held in Los Angeles, San Luis Obispo, and Bay Cities in mid-December were conspicuously successful, stimulating, and substantial. Full reports will appear in the February issue, as the meetings were too late in the month to permit extended account in this issue.

Problems of Character Training

MRS. SUSAN M. DORSEY

Superintendent of Schools, Los Angeles

Among the many noteworthy papers read at the recent California Superintendents' convention at Pasadena, that of Mrs. Dorsey created a profound impression. She has philosophically stated the great moral problems of our time

IS THIS PROBLEM more pressing than formerly? If so, why; and, if it is more pressing, what is the responsibility of educators and how shall they meet that responsibility?

To the first query, the answer undoubtedly must be that America has never known an hour in all her history when deflections from rectitude, positive immorality and, more especially, criminal activities among youth were so prevalent. I hasten, however, to add that never were the youth of America more frank and more capable of right living and thinking than today. To state the matter in another form; had the youth of other generations been subjected to the physical strain and stimulation, to the same pleasure urge and luxury craze; had they lived in a period so devoid of the sense of spiritual values, so besotted with greed for material possessions and so swollen with pride of display, there is no reason to believe that those youth of other days would have stood the test so well as the magnificent boyhood and girlhood of today. The fault, my friends, is not with the youth of our generation; the fault is with the times. They are sadly "out of joint."

Yesterday and Today

If youth today are too irresponsible and pleasure-loving, too indifferent to obligations and duty, why is this the case? Compare briefly our world with that of 35 years ago, the generation in which the mature men and women of our time were boys and girls. That was an America which had no automobiles, no motion pictures, no wireless telegraph, no radio, no aeroplanes; few telephones, few electrical appliances, even of the electric light variety, few of the mad mechanical contrivances that shoot human beings

through space and none of the frenzied bumping variety so popular today.

There were few beauty parlors in those days and the ones then operated were patronized by those who sought relaxation and rest, quite as much as artificial beautification. The eight hour law for men was restricted to a few favored occupations and was practically unheard of for women. Consequently, there was little leisure in that America for any save those of the rich who chose to be idle and those of the poor who chose to be hoboes. There was no woman's suffrage. The occupations open to women were restricted. Women's clubs were just developing. Consequently, women were more occupied with affairs of the home than is the case today.

Music was still in love with melody. Visual art still strove to express that spiritual beauty that "never was on land or sea." Literature in the novel, drama, essay and poem was not devoted to sex exploitations. It still showed, as real art always does, the reserve of wisdom and the good taste to select its varied themes from the whole range of human emotions.

THE DOCTRINE of heredity had just received fresh emphasis from a galaxy of brilliant writers, but its fearful warnings were interpreted after a fashion to deter the wrongdoer for the sake of his offspring—not, as of late, to condone and excuse the offense of the evildoer as an inevitable consequence of erring ancestry. The necessity of right environment as an aid in the development of worthy character was beginning to receive its rightful emphasis. It was not, however, accepted as a rectifier of all moral defects, for men still believed that the inner urge to

(Continued on Page 46)

Poetry In the Making

An Experiment with Students in the Los Angeles High School

SNOW LONGLEY

H AVELOCK ELLIS in "The Dance of Life" tells us that there are two sides to every art, the aesthetic, which is appreciation, and the creative. Our class in modern poetry was planned primarily for the former end. An appreciation without creation is an emotional blind alley, some form of literary expression has naturally grown out of it. Modern poetry was chosen for two reasons. First, we all recognize, since the "culture epoch" theory was quietly discarded that the art of our own time is nearest to us and so is most understandable. Equally important, the study of contemporary writers gives opportunity to carry on the interest developed as new volumes by familiar authors are issued. Such study serves as a valuable introduction to poetry as an art. It is not a substitute for the reading of the English classics. It is a preparation for a whole-hearted acquisition of the cultural riches of the age.

"Poetry as an art" has a rather heavy sound. It does not necessarily imply however, a great amount of technical study. Poetry to be understood and enjoyed must be judged for what it is. On its formal side it must be seen in relation to music and the dance. On its content side it must be distinguished in style from the exactness of exposition or the rapid movement of narration. The poet is an indifferent story-teller. He follows his plot by devious paths, believing with Stevenson that "to travel hopefully is a better thing than to arrive."

The Creative Mind

Two points of procedure which I should like to emphasize are fundamental to the creative attitude of mind. I do not refer to the obvious platitudes of the well-trained teacher and the interested student. A teacher who is a specialist in subject-matter may have lost the capacity to specialize in human values. Experience has taught us that even entrance into an elective course does not always imply en-

thusiasm. Our poetry course is elective; but later intimacy brings such confessions as, "I didn't care for poetry but I wanted to see what there was in it"; "I came in to be with my best friend"; "The first week I thought I couldn't stand it"; or, crowning indignity! "I didn't care anything about poetry, but this was the only way I could fix my program."

Assuming, then, a reasonable degree of knowledge and interest on the part of both students and instructor, the problem resolves itself into the relation between teacher and taught, and those finer inter-relationships among all members of the group.

A New Spirit

The latter is implied in the term "socialized recitation." Now "socialized recitation," like all pedagogical devices, covers a multitude of sins. I pronounce it with hesitation, stipulating that I mean not so much a technique as a spirit, which justifies itself as an escape from the two horns of the dilemma we are all trying to avoid,—(1) the dumb receptiveness—or is it receptive dumbness?—induced by the lecture method, or (2) the glib insincerity of the question and answer drill. To draw all the members into the class discussion, to give the opportunity for forming friendships on the basis of common enthusiasms, even to encourage the breaking up into informal groups when the tension of interest overleaps the bounds of conventional class procedure,—all these make the teacher feel at time like the juggler with five balls in the air. He soon learns that if the spirit is right and the teacher has something to say, he can always "get his class back." And if an occasional ball does crash to the floor, the universe is not tumbling about his ears.

The object of any study of the arts is artistic pleasure. And fancy what it would be like to sit through three-quarters of an

(Continued on Page 52)

Exercises for Tired Teachers

Presented through the courtesy of Hygeia, a journal of individual and community health, from an article by Lydia Clark, director of physical education, women's division, Ohio State University.

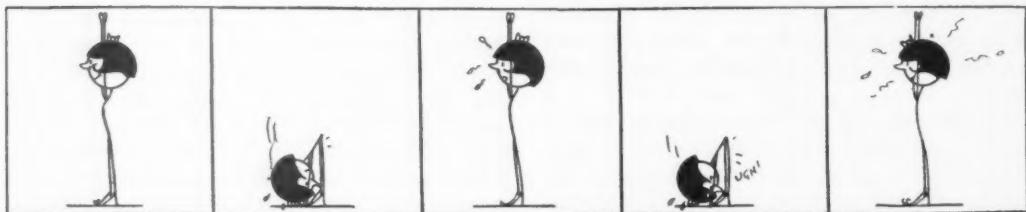
I. THE ROOSTER (Repeat from 12 to 20 times)



Starting position
—Stand with feet parallel and a few inches apart. Bend arms, clenched fists, place them on a shoulder level, line with the shoulders, pull elbows in at the sides.

1. Rise on toes and at the same time raise the elbows sideways, outward and above shoulder level, keeping the fists at the sides.
2. Lower heels back to starting position. (Keep the weight forward and the body in perfect alignment.)
3. Again! Crowd the shoulders if you want to.
4. The starting position again. (Avoid the debonair slouch of forward head, hollow chest and prominent abdomen.)

THE JACK KNIFE (Do this 6 times in succession. Repeat 2 or 3 times)



Starting position
—Stand with feet parallel and arms extended over head as if ready to dive.

1. Bend forward, keep knees straight, and touch finger tips to the floor.
2. Now up again with hands over head.
3. Now down again! Watch those knees. Do not bend them!
4. Now up again. (Repeat this six times before you rest.)

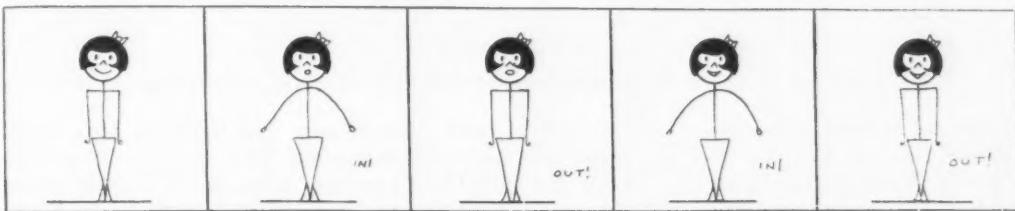
BICYCLING (Continue rhythmically until tired)



Starting position
—Lie on back. Support the back at the waist with hands and bent elbows. Distribute the weight of the body between the elbows and the head.

1. Bend and extend the legs alternately, as in bicycling.
2. Now you're going up a hill. Put a little force into rhythm.
3. That's better. Keep going in the movement.
4. Keep on pedaling, the end of the race is in sight.

THE LUNG LESSON (Repeat 10 times. Always end exercises with this)

Starting position
—Attention!

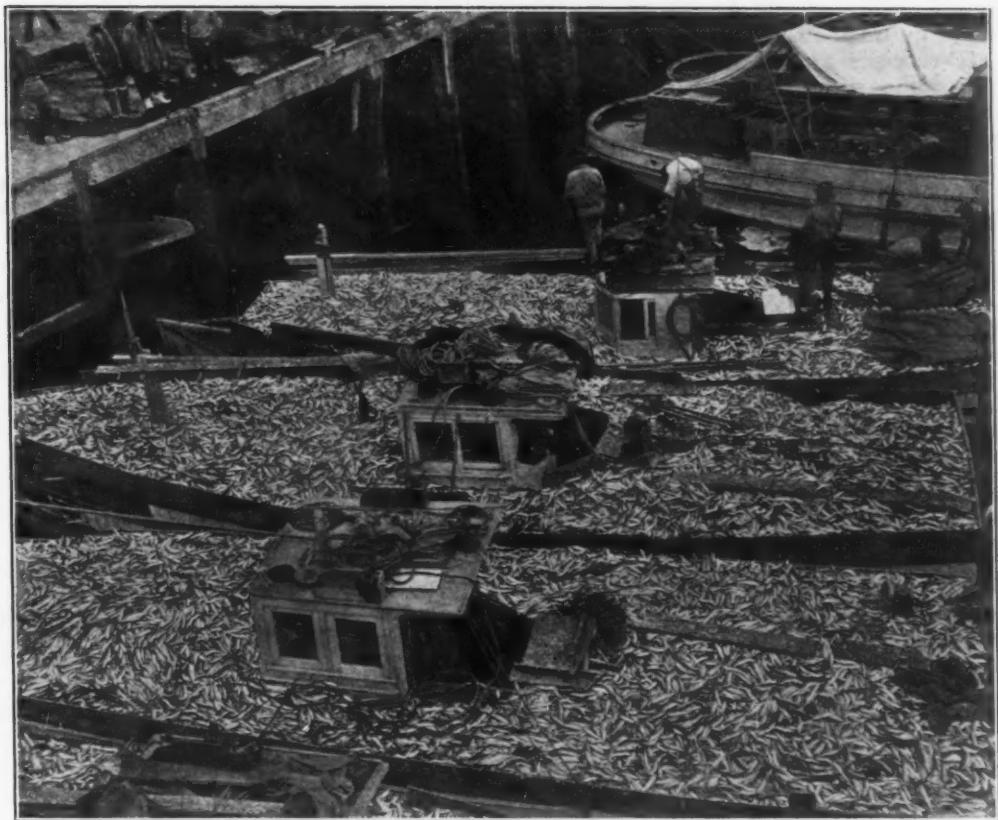
1. Inhale!

2. Exhale!

3. Inhale!

4. Exhale! (The
exercises are over,
and now for a good
shower!)

Here Are Schools of Fishes



These sardine boats at San Pedro, California, are waiting to unload. Last year over 160 millions of pounds of sardines were captured in the oceanic waters of California.

The sardine now outranks both the salmon and the tuna in industrial value and importance. The sardine has become one of the chief fishes of the world, in total catch. Unfortunately Californians and Americans in general are not especially fond of sardines, so that most of the canned product is shipped to Japan, China, Korea and other Oriental and meat-hungry countries.

The Results of Amendment 16

A. G. ELMORE

Stanislaus County Superintendent of Schools, Modesto, California



FOR THE purpose of determining the results of the adoption of Amendment Number 16 by the people of the State of California, I have taken the figures from the records in the office of the County Superintendent of Schools in Stanislaus County. Assuming that other counties have had the same experience, I have taken the total receipts from the state and from the country for elementary school purposes, and find a gradual increase up until 1921-22 in which year the state receipts almost doubled.

By comparing the year 1918-19, (a year when things were running about normal), and the year 1924-1925, (when conditions were getting back to normal again), thus avoiding the peak of high prices and the slump that followed, I find that the receipts from the state for 1924-25 increased 144 per cent, the receipts from the general county tax increased 109 per cent, and the increase in average daily attendance for the same period was 31.2 per cent.

In the high school the difference was even greater. The increase in state money for high school purposes in 1924-25 over that of 1918-19 was 294.5 per cent. The receipts from general county tax for the same two years was 129.5 per cent, and the increase in enrollment was 98 per cent.

Taking the same two years, 1924-25 and 1918-19, I find that the average salaries

paid elementary teachers in one-room schools increased 78.7 per cent, salaries in two-teacher schools 70.7 per cent, salaries in three-teacher schools 57.1 per cent, salaries in four-teacher schools 64.5 per cent, salaries in five-teacher schools 64.4 per cent, salaries in ten or more teacher schools 59.2 per cent.

The salaries of principals in elementary schools 1925 over 1919 have increased as follows:

Principal of 5-teacher schools.....	55.6%
Principal of 10-teacher schools	30.1%
Principal of 15-25 teacher schools....	16.2%
Principal of schools of 30 or more teachers.....	30.0%

The salaries of high school teachers for the same two years have increased 58.6 per cent, while the salaries of high school principals have increased 51.1 per cent.

Since Number 16 has been in operation for a period of four years, I find that the general public have come to realize that teachers in the past have been woefully underpaid and are still being underpaid.

Trustees generally throughout the country have taken the position that it is much better to levy a district tax and add another teacher to the faculty than to overload those teachers allowed on average daily attendance.

Were it not for Number 16 teachers' salaries would surely have suffered during the money stringency which followed the peak of prices, 1919-21.

ELEMENTARY SCHOOL RECEIPTS					
	State	Rate	County	District	Av. D. Att.
1918-1919	\$ 98,406.20		\$125,463.24	\$ 61,667.35	6201
1919-1920	117,892.33		169,089.69	83,948.33	6807
1920-1921	125,810.75		217,846.85	103,799.17	7616
1921-1922	228,239.29		264,452.05	90,018.65	7891
1922-1923	232,214.00		262,525.09	100,667.71	7850
1923-1924	233,157.50		256,145.67	103,427.97	7989
1924-1925	240,116.49		260,296.02	132,359.02	8136
Increase of 24-25 over 18-19.....	141,710.29	144	134,832.68	109	60,691.67 98.4 1935 31.2

HIGH SCHOOL RECEIPTS					
	State	Rate	County	District	Av. D. Att.
1918-1919	\$18,608.26		\$ 65,964.96	\$ 78,494.01	1135
1919-1920	20,823.08		84,020.35	112,106.23	1418
1920-1921	23,897.16		174,262.35	119,309.00	1679
1921-1922	54,974.55		121,826.28	248,486.91	1940
1922-1923	65,005.60		136,311.10	242,655.07	2146
1923-1924	71,903.18		143,593.16	233,051.34	2164
1924-1925	73,413.00		151,417.49	251,335.93	2248
Increase of 24-25 over 18-19.....	54,804.74	294.5	85,452.53	129.5	172,841.92 220.2 1113 98

ELEMENTARY—AVERAGE SALARIES PAID IN VARIOUS SCHOOLS

	1-Teacher	2-Teacher	3-Teacher	4-Teacher	5-Teacher	10 or more Teachers
1918-1919	\$ 756.43	\$ 822.50	\$ 885.00	\$ 877.92	\$ 848.00	\$ 921.92
1919-1920	901.80	894.53	1019.20	1008.75	1044.30	1090.21
1920-1921	1222.50	1198.29	1300.00	1340.00	1326.66	1394.79
1921-1922	1281.11	1276.72	1300.00	1381.25	1309.00	1424.71
1922-1923	1302.66	1318.42	1345.48	1332.19	1401.00	1434.48
1923-1924	1343.21	1372.38	1377.22	1410.50	.....	1447.09
1924-1925	1351.78	1404.26	1390.37	1444.50	1394.00	1468.34
Increase of 24-25 over 18-19	595.35	581.76	505.37	566.58	546.00	546.42
Increase percent..	78.7	70.7	57.1	64.5	64.4	59.2

ELEMENTARY—AVERAGE SALARIES PAID PRINCIPALS

	5-Teacher	10-Teacher	15-25 Teacher	30 Teachers and over	High Schools Teachers	High Schools Principals
1918-1919	.....	\$1450.00	\$1950.00	.....	\$1345.07	\$2327.75
1919-1920	.....	1666.66	2400.00	2000.00	1538.62	2522.22
1920-1921	1500.00	1874.30	2440.00	2400.00	1907.59	3088.88
1921-1922	1710.00	1903.33	2434.00	2400.00	1967.92	3216.66
1922-1923	1840.00	1908.00	2283.75	2700.00	2035.82	3328.88
1923-1924	1804.00	1956.66	2323.75	2600.00	2115.56	3518.75
1924-1925	1867.77	1886.66	2267.50	2600.00	2134.04	3518.75
Increase of 24-25 over 18-19	667.77	436.66	317.50	600.00	788.97	1191.00
Increase percent..	55.6	30.1	16.2	30.	58.6	51.1

Defective Children

DR CHARLES LEROY LOWMAN, prominent orthopedic surgeon of Los Angeles and head of the Orthopedic School, recently addressed the Stanislaus County Teachers' Institute. He emphasized the fact that the majority of our children need some remedial work to overcome postural defects and organic weaknesses which sooner or later affect their health.

All students of child life recognize the years 2-7 as the neglected age when the growth needs, both organic and skeletal, are the greatest. Yet this is the age when we have the fewest trained workers, the most meagre equipment, and the least attention given.

He also states that of the skeletal defects 50 per cent have spinal faults, 80-90 per cent round or twisted shoulders, 50-75 per cent have short leg knock-knees, bow-legs, or hyper-extended knees, 80-90 per cent have pronated or flat feet. There is also much organic inadequacy, such as (1) unstable nervous systems, (2) weak hearts, (3) lungs affected by poor posture, and (4) faulty elimination.

According to Dr. Lowman, it is not true that children will outgrow these defects. They can be overcome by proper care, such as rest and use of remedial exercises in the sitting and lying positions. Plays and games of the right sort and properly supervised, may in themselves become remedial exercises.

Three Types

He places all children into one of three groups according to their type; lithe, medium,

and heavy. He maintains all educators should be able to recognize these types, because there is no separation of mind and body. One may know the mental traits of a child by observing what type of body he has. The "medium" type presents no problem, the "lithe" type must be held back, while the "heavy" type needs stimulation. These facts are not always recognized by teachers; the lithe type is often over stimulated, while the heavy type is considered a dullard, whereas the reaction of the lithe type is quicker it is not necessarily better or more accurate than the heavy type. Over-stimulation of the lithe type often is the laying of foundation of future ill health.

This excellent illustrated lecture, by such an authority as Dr. Lowman, presented many new ideas to the class-room teachers, and has stimulated the physical education teachers of Stanislaus County to greater effort.

* * *

Creative Education

SIX demonstration schools have been established this year in Santa Barbara County for the purpose of developing programs along the principles of creative and progressive education. Each elementary teacher in the county has been requested by County Superintendent A. S. Pope to visit one or more of these schools for two entire teaching days. In this way every elementary teacher will have the opportunity of becoming personally familiar with the technique and ideals of creative education.

A City Kindergarten-Primary Program

JULIA L. HAHN

Kindergarten-Primary Supervisor, San Francisco City Schools

ANY educational program, to be effective, must meet the demands of life outside the school. Society tells us what kind of people it needs. It is for us to begin in the kindergarten and continue through the grades to furnish real life conditions in which learning may take place.

We ask ourselves, "What kind of people does society need?" "What are the characteristics we want to develop in these little children?" And we find that present day life demands active participation in the world's affairs, not a "sit still and let the other fellow do it" program. Society demands initiative and independent thinking rather than blind following of direction, and co-operation with others rather than a limited and selfish accumulation of knowledge and skill.

The schools of today realize that these characteristics can only be developed in a school environment which demands their use. We no longer train the mental child at the expense of the whole child.

We can no longer comfort ourselves with the belief that education is a preparation for the future for we know that our problem is to help little children to live now on their own level and to grow in initiative, independent thinking and co-operation through real living in the school room.

We admit that little children are immature and need the guidance of a wise teacher, but we know that immaturity does not mean lack of intelligence but capacity for growth. Little children think as truly as adults, but they think "with things" to a large extent. Modern

education is not new in the sense of a sensational overthrowing of all education of the past, but is a unification of the best that every age has had to offer and further growth to meet present day conditions.

Education in the past was not all wrong any more than it was all right, but scientific child study and modern psychology has made wonderful progress in the last decade and the work of schools has had to keep pace.

In an attempt to meet changed conditions we have a new course of study for kindergarten, first, second and third grades in San Francisco. We have included these grades in the kindergarten-primary unit because they cover the period of childhood from 4 to 8 which makes certain outstanding demands for growth. In this period children must be physically active — their

LITTLE children need care and training as fully as do high school or college students.

Their teachers should be as expert in the pre-school and kindergarten-primary fields as are university professors in theirs.

This is now a reality in many of the better modern schools.



main business is to grow—the large muscles demand exercise. As a result, schoolrooms are transformed into children's workshops. Every kindergarten and primary room in the new buildings in San Francisco has an alcove equipped with individual cupboards for the children, work benches, running water and large materials for children "to think with." Movable partitions, low blackboards and cork pinning boards further transform our primary schoolrooms into a "home-extension department."

Children learn to move about carefully instead of to sit still. They learn to talk well rather than to keep still. They are encouraged to create, to experience with others, to originate when possible and to profit by the criticism of the group and the teacher. They are

A kindergarten group, Venice, California, "Learning by Doing." All of the Venice kindergartens have been supplied with the Patty Hill blocks.



entitled to freedom from strain—emotional stability. This does not mean that they are allowed to do as they please to the injury of themselves or others, but that they are given freedom to carry out worthy purposes. Discipline, then, becomes practice in self-control. Play, which is the work of children, furnishes the steam for the engine which is the child—not play as amusement, mere frittering away of time, but that which is the drawing power in a little child's living. Subjects such as the three R's are not pigeonholed in a little child's life outside of school and should not be in school.

It is generally agreed that there have been too many separate subjects in the elementary courses of study in the past. More emphasis on a unified life program does not mean poorer results in subjects. Attainments in the three R's are reached at the end of each grade. Drill is necessary, but the children attack the drill with keener interest because they feel it necessary in order to accomplish their purposes. Children will practice writing a label for the door, a request for material or an item for

their daily newspaper with much keener interest than they would practice a sentence from a copy book or rows of letters neither of which seem to the child to have any connection with the absorbing interest of his immediate present.

PSYCHOLOGY has revolutionized the teaching of reading in recent years. The reading table with its wealth of stimulating material has become a part of every primary grade. Reading develops as thought-getting. Progress is from the large unit to the small. Phonics is not neglected but is left until the child is ready to analyze words into smaller parts and even then is not forced upon children who have a keen phonetic sense and do not need special phonetic help. Children learn "to read" rather than "how to read." Number sense is stimulated. Every primary room has its Art Gallery where children's spontaneous expressions of activities are placed.

Hammering, sawing, painting and fashioning all have their place in the child's school life. All of these activities help to form the kind of an individual that society wants.



THE circus work of the art class, B I, Venice, California, has been carried over into plasteline modeling. Creative initiative is fostered in this modern program.

Report of Special Committee

To the Board of Directors
California Teachers' Association

A special committee of the Board of Directors was appointed at the annual meeting, April 11, 1925, by that body. This committee was authorized and instructed to make a detailed study of the organization and work of the State central office with special reference to the Sierra Educational News. The report of the committee was received by the Board of Directors at an especially called meeting on October 31. After full consideration the report was adopted with recommendation that it go to the entire Council for consideration at the December meeting. With its unanimous adoption by that body on December 5, the report, together with recommendations printed herein, is to be carried into effect.



OUR SPECIAL COMMITTEE, appointed on April 11, 1925 pursuant to motion duly made and carried, consisting of Fred M. Hunter, W. J. Cooper and the President (ex-officio), beg leave to report:

Although the committee has had only one meeting at which all three members were present, there have been several conferences between Mr. Hunter and the chairman or between Mr. Hunter and Mr. Chamberlain, or between Mr. Chamberlain and the chairman. Some of these conferences have been of considerable length; one of them extended over several days (on the railroad train), when Mr. Chamberlain and Mr. Hunter conferred upon various methods of improving the work of the Association, and particularly the nature of its official organ, the Sierra Educational News.

A—The Sierra Educational News

THE COMMITTEE, immediately after its appointment, informed Mr. Chamberlain that it believed the Association was not fully satisfied with the general appearance and make-up of the Sierra Educational News, and recommended that a larger portion of the income of the Association be directed to the improvement of the magazine. In this connection we are able to report:

1. Some improvements in the quality of paper and style of make-up, were made in the June number.

2. Secretary Chamberlain addressed a letter to the editors of leading educational journals in the United States requesting information with regard to editorial policies, news notes, articles by national leaders, articles by state leaders, attention given to proceedings of meetings of the associations, reports of com-

mittees, etc. Many of those addressed have replied, showing considerable diversity of purpose but very largely agreeing, one with another, upon one point, namely, that the magazine is an **organ** and must fully represent its **organization**. While all replies indicate that the minutes and proceedings should not be unduly extended, there is agreement that they must have proper space. Dr. A. E. Winship, for example, states: "The official organ must be first of all and chiefly an organ."

3. With the September number of the News a new style of cover was introduced, and all small type was abandoned,—even the book reviews being now set in nothing less than eight point type. In many respects the October number is a still further improvement in these respects.

4. On one of the problems opened up for discussion there has been no agreement; that is, the size of the magazine. There is a strong movement on to standardize educational journals to either the present size of the Sierra Educational News (7x10 inches) or the present size of the Journal of the N. E. A. (9x12 inches). The question before this body, therefore, is which of these two sizes should be used. There are good arguments in favor of both. There are certain objections to a hurried change, concerned chiefly with the sale of advertising space, and the material increase in cost of the larger size. Proper study of this problem has been difficult to make in view of the sudden death of Mr. Barr and the serious accident to Mr. Chamberlain. No member of the committee has had the time or the experience to economically gather information on this point and it has seemed unfair to load any more work upon the office staff under the circumstances.

With regard to the Sierra Educational News, therefore, the committee would respectfully recommend:

- (a) That the 1926 volume of the Sierra Educational News be of the same size and general style as the September and October numbers of the 1925 volume.
- (b) That a careful study be made of the relative merits of the two sizes of magazines.
- (c) That the Board of Directors decide not later than the April meeting in 1926 as to which size will be used in the 1927 volume.

B—Organization of the C. T. A.

A STUDY of the Sierra Educational News has led the committee inevitably into the entire work and organization of the Association. We recognize at once that there are at the present time three distinct fields of work:

1. The general secretaryship, involving the propaganda work of the organization, the general management of the central office (including responsibility for all employees of the Association), direction of the work of the Council and its committees, and representation of the Association to other educational associations and the lay world.

2. The issuance of the Sierra Educational News, its editorial work and advertising.

3. The placement of teachers.

It was evident that Mr. Chamberlain was burdened with too much detailed responsibility in all three of these fields, and that a new organization should recognize a more clear-cut division of labor. Accordingly each member of the committee wrote out his own analysis of the problem and submitted it to Mr. Chamberlain for his criticism and advice, insisting upon one thing only—that the Association should go forward under an executive secretary who should be primarily responsible for the organization and work of all divisions, with such responsible department heads as might free him from the detail work, and with an assistant secretary (serving under his direction) capable of managing the office during the absence of the secretary on field business.

1. Mr. Chamberlain, after study of the various suggestions, reported to the committee his belief that there were five divisions advisable, as follows:

- a. *Division of Publications and Reports.*
- b. *Division of Advertising and Publicity.*
- c. *Division of Registration and Placement.*

- d. *Division of Membership and Records.*
- e. *Division of Research and Statistics.*

2. After a three hour conference and discussion a plan of organization was approved by the committee for recommendation to the Directors, which would involve:

a. A general executive secretary as the chief executive officer of the Association, and particularly of its board of directors.

b. An assistant secretary who should serve in the absence of the secretary and head the office personnel.

c. A competent private secretary to route incoming business to the proper chief.

d. Five department heads responsible to the executive secretary, one for each of the fields enumerated above, with the understanding that until the Association has greater financial resources the Division of Research and Statistics will not be organized and that the Division of Membership and Records would be handled by office clerks.

3. It is the recommendation of the committee that:

a. The Board of Directors accept this plan of organization or adopt a substitute for it and submit copies to all members of the Council (particularly the directors) for discussion at the December meeting.

b. At the December meeting of the Board of Directors a resolution be passed indicating what department heads are to be appointed and defining the powers and duties of such department heads.

c. The Board of Directors confer with the executive secretary about available personnel for these positions.

C—Editorial Board

REGARDING the Editorial Board now in existence; the committee is unable to find that this Board has ever functioned fully as a Board in giving advice with regard to the editorial policy of the magazine. It appears that with one or two exceptions the Board has not convened, there being difficulties in bringing together such a group. The Secretary has frequently had personal conferences with individual members and has had advice and suggestions through correspondence with members. It further appears to the committee that the Board is too large to function properly.

Therefore it is respectfully recommended that:

1. The present Editorial Board be abolished.

2. Provision be made for a standing committee of the Board of Directors to advise with the executive secretary from time to time, to work out a general policy for the organization and submit it to the Board of Directors at least once each year for general approval.

This committee should be so appointed that at least one of its members, preferably, the chairman, will be within reasonable traveling distance of the Association's office in San Francisco.

D—Responsibility of Board of Directors

IT FURTHER APPEARS to your committee that the Board of Directors has not assumed sufficient responsibility for the direction

of the Association's policies, and particularly for the expression of these policies through the Sierra Educational News. It is therefore respectfully recommended that:

1. Provision be made for six regular meetings of the Board of Directors per year instead of two.

2. A special committee on order of business be appointed to work out a plan for certain regular business, and

3. Certain regular reports to be considered at each of these six meetings.

Respectfully submitted,
Special Committee, Board of Directors, C. T. A.
WILLIAM JOHN COOPER, Chairman,
FRED M. HUNTER,
MARK KEPPEL

October 31, 1925

C. T. A. Section Meetings

Central Coast - Southern - Bay

Following are reports from the section meetings in mid-December. These summaries have been prepared by section officers, and are not the final reports.

Central Coast Section



UR CENTRAL COAST section feels that it has made an advance in the character of its conventions. The inspirational and directional features of former conventions and institutes have been retained; but now for two years it has emphasized technical instruction, the exchange of experiences, and the discussion of common teaching problems as it has never done before.

The first meetings were by counties. At these the county superintendents gave such administrative directions as were needed and the teachers chose one of their number to represent the county on the Executive Committee of the Section.

The meetings by counties were followed by a general meeting presided over by Superintendent Catherine U. Gray. Superintendent Emeritus J. W. Linscott offered a beautiful inspiration to the convention. Judge T. A. Norton of the Superior Court and Superintendent A. H. Mabley both extended hearty welcome to the visiting teachers, and Principal E. L. Van Dellen responded appreciatively for the Section. An inspiring address by Professor Harry Lloyd Miller of the University of Wisconsin was next on the program. Following Professor Miller's address President R. L. Bird

closed the day's meeting with his report for the year.

The hours from nine to eleven each morning were given over to group instruction and round table discussion. Nineteen groups and sixteen round tables carried on their work for three successive days. An outstanding university or college leader, or state official gave instruction to the group representing his particular field of work, while the round tables were conducted by the teachers themselves under the leadership of one of their own number.

The morning hour from eleven to twelve of each day was occupied by a general session. Music and an inspirational address featured these meetings. President Walter F. Dexter of Whittier College, Sir John Adams of the University of London and our own great leader, Will C. Wood, being the speakers, and President R. L. Bird the presiding officer.

After the first day general sessions were also held in the afternoons under the leadership of President Bird. On Tuesday President Dexter delivered a second address, as did Sir John Adams on Thursday. Mrs. J. W. Bingham spoke on the work of the Congress of Parents and Teachers, Mrs. Louise J. Taft on Scientific Temperance, and Mrs. Mabel F. Gifford on the wonderful movement that she is leading in California which has for its aim the elimina-

tion of speech defects through the public schools of the state. Dr. Herbert R. Stoltz delivered an address on health work in the schools, and Miss Amy Cryan of Mills College spoke on new governments of Europe.

The business of the session occupied a portion of two afternoons. On Wednesday reports of committees were read and other matters of business discussed, while on Thursday final action was taken on each item. This procedure was followed in order that each report or measure might have ample consideration.

Beautiful musical numbers were rendered between addresses and discussions at each general session. Horace Metcalf of San Luis Obispo directed the music for Monday, H. N. Whitlock of Santa Cruz for Tuesday, Miss Alice Hart of Hollister for Wednesday, and Mrs. Rovilla Bates of Salinas for Thursday.

Dinners and luncheons were had by various groups and clubs. At these prominent speakers addressed the guests or the after-meal hour was occupied by a business session.

On Monday and Tuesday evenings entertainment was provided for the visiting teachers. The dramatic class and the music department of the San Luis Obispo High School entertained on the first evening with an operetta, "Riddle of Isis," and two one-act plays, "Nevertheless" and "Finders, Keepers." Each number was well presented and enthusiastically received by the appreciative audience. On the second evening the Merchants' Credit Association gave a delightful reception to all members of the convention.

Southern Section

FOURTEEN THOUSAND teachers of Los Angeles and the nine Southern counties attended the annual institute during the week of December 14th in Los Angeles and adjoining cities.

The first three days of the week were occupied with meetings of the Los Angeles city teachers, using nationally known speakers. Dr. Lotus D. Coffman, president of University of Minnesota opened the institute with an address before nine thousand teachers at the Olympic Auditorium.

While the city held its institute the counties of Los Angeles, San Bernardino and Imperial held meetings.

Wednesday night the California Teachers' Association, S. S., opened its institute at Bible Institute. A musical program was given by

the Sherman Indian Institute band, consisting of nineteen different tribes of Indians. This program given by the boys ranging in age from thirteen to eighteen under the direction of D. Ray Campbell, was broadcast by the Bible Institute. Edmund Vance Cooke and Mrs. Susan M. Dorsey completed the evening's program.

Thursday and Friday general meetings were held in four large auditoriums and something like fifteen thousand teachers heard educational addresses by Dr. Frederick Roman of New York, Dr. V. A. C. Henmon of University of Wisconsin, Dr. Robert Aley president of Butler College, Dr. Frank Boynton, superintendent of schools, Ithaca, Dr. William Lowe Bryan, president of Indiana University.

Mrs. Grace Hazard Conkling, conductor of poetry classes at Smith College gave a number of delightful talks along the line of verse. Mrs. Conkling does not believe that "poets are born, not made." She conducts a class at Smith where aspiring students are given judicial guidance in their efforts to become poets.

Mr. Edmund Vance Cooke of Cleveland enlivened the week with his cheery talks and original readings. His readings were broadcasted on several occasions.

Mr. Claude W. Sandifur, president to the Association, Southern Section, got in touch with many noted men while attending the National Education Association at Indianapolis this summer, thus making for a most successful institute.

Section meetings were held each day. The Physical Education Section and Southern California Science and Mathematics Association held a series of meetings at California Institute of Technology. These meetings were conducted by Dr. Linus Pauling, Professor Carl C. Thomas, Dr. Robert A. Millikan and Dr. Royal W. Sorenson. These meetings proved so popular last year that they were repeated at the urgent request of those interested in science.

Bay Section

THE BAY SECTION meeting of the California Teachers' Association began Monday, December 14, on schedule time with the following cities of: Alameda, Berkeley, Oakland, San Francisco and Stockton; and the counties of Alameda, Contra Costa, Lake, Marin, Napa, San Joaquin, San Mateo and Sonoma participating.

The officers and section chairman provided the following speakers:

Frank D. Boynton, Superintendent of Schools, Ithaca, N. Y.

Dr. Ellwood P. Cubberley, Dean of the School of Education, Stanford University.

Arthur Dean, National Arts Club, New York City.

Walter F. Dexter, President of Whittier College, Whittier.

John Guy Fowlkes, Associate Professor of Education, Wisconsin University.

James W. Foley, Poet and Humorist, Pasadena.

Harry Lloyd Miller, Associate Professor of Education, Wisconsin University.

Margaret Slattery, Congregational Editor, Malden, Mass.

Dr. Edward A. Steiner, Grinnell College, Grinnell, Iowa.

Mark Keppel, County Supt. of Schools, Los Angeles.

Will C. Wood, Supt. of Public Instruction, Sacramento.

Fred M. Hunter, Supt. of Schools, Oakland.

The various meetings carried through their business according to schedule.

A special feature is reported from Burlingame—a pageant entitled, "The First Christmas" was presented by the San Mateo Junior High School. It was most effective, and is worthy of special mention.

Monday evening 7,500 teachers and parents attended the meeting in the San Francisco Auditorium. Music of high order was rendered by the San Mateo High School Orchestra as was also the singing of the Peninsula Quartet under the leadership of Otis Carrington.

The program was well balanced. From the time Will C. Wood began, until the final words of Dr. Edward A. Steiner the teachers gave rapt attention. Other speakers were Dr. Ellwood P. Cubberley, Dean of the School of Education, Stanford University; Margaret Slattery, Congregational Editor, Malden, Massachusetts; and James W. Foley a poet and humorist of Pasadena.

The General Session and section meetings of Tuesday were well attended by appreciative audiences. The Roosevelt High School Orchestra under the leadership of Mr. A. C. Olker opened the Tuesday morning General Session. Vocal selections by Miss Eugenia Reynolds of the San Mateo Junior College received merit and applause. The speakers of the morning were Frank D. Boynton, Supt. of Schools,

(Continued on Page 58)

A Famous Kindergartener

MISS ANNA M. STOVLASS, who passed away recently, was one of the pioneer kindergarteners of the West. She devoted her entire life and sacrificed every personal interest in an untiring effort to remove the obstacles and prepare the way, that the kindergarten movement might come into its own.

As principal and supervisor of the Free Normal Training School of the Golden Gate Kindergarten Association, and for the past ten years supervisor of the kindergarten department of the San Francisco State Teachers College, Miss Stovall was much beloved by all who knew her and especially by the many students who were fortunate enough to come under the inspiring influence of her teaching and guidance.

As a direct result of her work, practically all of the kindergartens established by the Golden Gate Kindergarten Associations within the past twelve years have been adopted by the Board of Education. Miss Stovall was internationally known as one of the founders of the International Kindergarten Union. At the time of her death she was treasurer of the California Kindergarten Primary Association.

* * *

Casting Out Fear

CASTING out Eskimo's fear of devils is another feat of radiocasting. Recently a radio sermon was picked up at Pilot Station School, on the lower Yukon, Alaska, where Eskimos were gathered around a loud speaker. "I don't believe there is such a thing as a devil!" declared a California preacher before his pulpit microphone. "When these words came out of our loud speaker in Alaska," said Inez Moore, teacher of the Pilot Station School in a letter, "you should have seen some of the Eskimos, who understand a little English, get up and move closer, eager to hear more welcome news. One of the awful fears of an Eskimo's life is that devils surround him day and night, particularly at night. At the door of every Eskimo's home there is a pan of water and a net; the net is to catch the devil, should he try to enter. The water is to dampen his spirits if he misses the net."

"Our radio is such an attraction here," continued Mrs. Moore, "that our school room is full of natives every Sunday night."

School Buildings by Day Labor

CHARLES C. SMITH

Former District Superintendent of Schools, Anaheim, California

Day labor vs. contract is an ancient controversial theme in many lines of construction and industry. Each side has its merits and its handicaps. Superintendent Smith gives a lively and convincing statement of Anaheim's experiences



URING recent vacations we have built four small buildings by day labor. It was the most convenient way of building and it enabled us to keep some of our carpenter-janitors busy. We bought practically all materials at home, as we had not started out to establish a record for "economy." When we later found it necessary to build a 9-room addition to our Intermediate building, we decided to proceed on the day-labor basis. We employed an architect and asked for estimates from contractors. These estimates did not suit us. We notified local dealers that, while we preferred to buy at home, we would go where we could purchase to the best advantage. The local dealers bid, but most of our material orders went to Los Angeles. We built by day labor a better building than we could have expected by contract at a cost of \$49,000. This was \$9,000 less than the lowest estimate we had received.

Bond Issues

Up to this time we had built without any bond issues. When, in 1924, we found it necessary to build a 12-room building, we asked for a bond issue of \$110,000, which the community voted. We bought a 5-acre site. The architect was foregone this time; the plans were drawn by the district superintendent and approved by the board and by the county superintendent. The building was completed and occupied in September, 1924.

It is the best-built schoolhouse in town. From the standpoints of beauty and convenience we have every reason to be proud of it. The walls and cross-walls are of solid brick, 12 to 20 inches thick, with face brick of tan tapestry in two colors, which made unnecessary the use of expensive terra cotta trimming. If there is any place about the building which could have been built better we do not know where it is, with the exception of the blackboards. The plans called for slate boards, but when we found that slate would not be available for seven months we substituted plate boards.

The entire cost of the building was \$53,000, about \$4,000 per room. Our last contract building, built of hollow tile with stucco finish, and slighted at every point, cost almost twice this amount. The first year we had to replace the roof, and we have since had to strengthen the floors and foundations. No such repairs will be necessary on the new building. The new building, named Lincoln School, has 12 large class rooms, two basements, stock room, janitor's room, toilets, and nearly 5,000 square feet of cement corridor floor space, all amply illuminated by skylights.

Building By Contract

The first thought which comes to the mind of a school man is, "How do you 'get around' the law, which says to build by contract?" The law does not say this. The law tells you what you have to do when you let a building by contract, and specifies that you must accept "the lowest responsible bid," which you often find, when too late, was not responsible. The law tells you also how to buy material, costing more than \$200 or less than \$500.

We advertised for all material, specifying only the best. We accepted the lowest bid with the understanding that any material sent to the job, which did not meet the specifications according to the judgment of the superintendent was to be sent back and replaced at the expense of the bidder. The result was that very little material had to be sent back. Nothing was used which did not come up to standard. The local material men found that they could bid if forced to, and so most of the material was bought through local dealers. Local labor was favored, which would not have been the case with the average contractor. As work was scarce and laborers knew that there were three men asking for every job, we "got our money's worth" in the labor market.

While we were building the Lincoln building, a neighboring city built a good building by contract, under what seemed to be very

favorable terms. The building was well built but the walls were of common brick and the roof was only composition. The cost of this was \$6,000 per room.

Presuming the contractor to be honest, he must have (1) his profit for the work and responsibility, and (2) a fair margin to protect

him against fluctuations in the material and labor market. This the school can save on the day labor basis. And the possibility of a dishonest contractor, whom the present law favors, adds to the desirability of building by day labor.

Character Building Through Nature Study

MRS. CLARA A. WEEKS
Rural School Teacher, Grass Valley, California

Moral and ethical training receives much attention in the modern school. Habits, ways of thinking, attitudes of mind, emotional reactions,—are more important than are lifeless facts. Mrs. Weeks, a successful rural teacher, shows the nature approach to moral training

THE ADDITION of one more duty to the rural teacher's already too-full curriculum would undoubtedly raise a storm of righteous protest. How many of us, however, really correctly evaluate our opportunity as well as responsibility, that lies outside the classroom, for character-building?

In order to obtain schooling many rural children, even in this age of automobiles, walk two and three miles over trails or roads, dusty in summer and muddy or snowy in winter.

Of what are they thinking as they trudge bravely along in all kinds of weather? Are they looking forward joyously (?) to the moment when teacher calls the arithmetic class and finds that Johnny has prepared only a part of his lesson? Perhaps mother was a little querulous this morning because baby kept her awake all last night with that horrid croup.

Are they worried and rebellious in the morning? Or are we leading them to see beauty in the sunrise, grace in the movements of birds on the wing, and to rejoice at the tireless panorama of the ever-changing seasons?

Perhaps Johnny cannot always get every example ready on time. But will he not try harder if he is sure of his teacher's ready sympathy in all his little problems? Does it mean nothing to have this same Johnny come briskly into the schoolroom in the morning his eyes sparkling, his step joyous, fully assured that Miss Radiance is going to be as delighted as he that he has found the place where the bluebird is nesting?

There is no season in the year that has not its delightful outdoor interests. Children can be rightly directed toward discovering them. The skies are full of cloud pictures. The woods

are full of birds. The fields brim over with flowers. Who will find the most kinds on the way to school.

Then what splendid stories can be evolved at language time! What useful material may be obtained for geography lessons! What wonderful pictures the clouds can give us when we require subjects to paint. There is an unfailing supply of new discoveries when children know that whatsoever they bring in is to be happily made an active part of the classroom work.



A California Mountain School House and School Children. This is Mrs. Weeks' School

What relation does the collecting of such material bear to character-building? During the hours that school is actually in session children have time only for the work in hand. If they are encouraged to be on the lookout for beauty, grace, and joy in Nature's wonderland, the great outdoors, there will be a higher mental and moral attitude, and less room for man's ancient foes,—vice, corruption, and prejudice.

Primary Work, San Rafael

SAN RAFAEL'S school building program is almost completed. The half-million dollars voted by the people have given us ample room and wonderful beauty and convenience. Conditions are almost ideal in the Primary Department. The classes are single grades and do not number more than 25 to 28 per room. The Primary Schools are distinct units; buildings convenient to the home in the several parts of the city. The work and play here is for the smaller children and everything is adapted to their needs without interference from the larger children. The morning program, the school organizations, and the playground are suited for younger folk.

Some of our most successful work in the third and fourth grades has been in object work in arithmetic, arithmetic games and arithmetic drawing. The project work in history and geography is also getting good results. We believe we have avoided the mistake of making school all play or play in any sense except on the play-ground and during play-time. We get the best results where the children feel they are actually doing something worth while. School to most of them is real serious life and they take that attitude toward their projects.

During Education Week each of our primary schools had open house. The children prepared artistic invitations for their folks and really urged them to come. And when they did come the children were most anxious to show their work and were delighted to find that their parents liked it. Of course, San Rafael is working on a reorganization of its course-of-study just as every other California city appears to be doing.

Oliver Reiff Hartzell,
City Superintendent.

San Rafael, California

* * *

A-Rub-A-Dub-Dub

TO THE stranger entering the Primary Building at Ramona School, Alhambra, California, there are strange noises issuing from the kindergarten room. To the initiated, it simply means that the Kinder Band is practicing for a P.T. A. or a Thanksgiving program.

The little band includes none above the first grade. The tiny kindergartners are able to play as lively and enthusiastically as the best

those whose idea of time is very good take part in the entertainment. All know the joy of them. Practice goes on almost daily. Only of listening while the piano plays and the little ones follow with their instruments.

"Sure-enough" drums, xylophones, toy pianos, clappers, cymbals, blocks, rattles, tambourines, bells and triangles are in constant use. Few, indeed, are the children who do not overcome their reluctance to play. All try to improve so that they may be "on the platform," too.

Most of them do improve wonderfully. A four fold purpose is being accomplished. The children take more interest in music, gain greater rhythmical sense, overcome their shyness, and give pleasure to the participants and to the parents and friends who are anxious to listen to the lively and musical "rub-a dub, dub."

Teachers,

Minnie E. Greenfield, 1st Grade

Ethel McKellar, Kindergarten

Ramona School
Alhambra, California

Education

Education is a companion which no misfortune can suppress.

No enemy alienate, no clime destroy.

At home, a friend; abroad, an introduction; in solitude, a solace.

It lessens vice, it guards virtue

And gives at once a grace and government to genius.

Without it, what is Man? The slave of passion, the dupe of circumstance, a reasoning savage,

Vacillating between the intelligence derived from God

And the degradation of brutal creatures.

Charles Thompson Conger

Copies of this motto can be secured in card form, with envelopes to match, for 15 cents each, by writing to F. T. Conger 4134 Rosewood Avenue, Los Angeles.



New Year's Greetings

MRS. HUGH BRADFORD

State President, Sacramento

THE organization has for the New Year many lines of work that it is enthusiastically hoping to complete; namely, (1) the excellent new membership card which identifies each member as belonging to a local, state, and national organization; (2) the awarding of the scholarship loan funds to needy students; (3) the creation of a public opinion against the printing and sale of salacious literature; and (4) the need for all members to keep in touch with the work by subscribing for the magazines which are devoted to developing our organization.

January Conferences

The committee on salacious literature, headed by Mrs. W. J. Hayes, reports that laws already in existence would prevent the large circulation of these dangerous magazines if public opinion were sufficiently aroused. To this end, conferences are being arranged for to be held in San Francisco and Los Angeles, and to which all heads of state organizations are to be invited. The conference in San Francisco will be held January 11, and in Los Angeles, January 25. Mrs. Robert Cardiff, the First Vice-President, will preside at both meetings.

Achievement Tests

Since many county, city and district school superintendents and principals are earnest believers in the "achievement tests" and many communities are putting them into use; would it not be a profitable as well as interesting program for the P.T. A. meetings.

Many parents have no idea as to what these tests are, and are human enough to oppose them for no other reason than lack of understanding. On the other hand, since the tests are new and are being given to the children of these parents, they have the right to know of them. It would seem that the results and

relationships would both profit by many talks along these lines.

Parents in the past have become accustomed to reading certain "report cards" on which the teacher has indicated the percentage that the child has attained in his efforts to accumulate a few facts concerning science, history or literature. Most teachers now realize that pupil development records are to be based not on these alone, but on the mental, physical, moral and social growth, as well. They should also realize that this development rests upon the influences of home as well as school and that the fullest possible co-operation of these two is essential. That co-operation cannot be felt unless the parents are aware of the significance of the new elements in education. We sincerely hope that those who are introducing these tests will take occasion to explain them to their school patrons.

School Education

Material on "School Education" from Miss Charl Williams, our national chairman on education, gives some valuable suggestions for programs. Miss Williams prefaces her leaflet by calling attention to some of the outstanding problems of education today. Some of the topics to be discussed are "How May Equal Opportunities in Education Be Given All Children?", State Equalization Fund, Teachers Must Be Better Trained, Teachers Must Be Better Paid, Proper Housing Conditions, Methods of Choosing Your Superintendents, City and County, What Share Shall the Federal Government Have in Education?" These are followed by many sub-topics for discussion at meetings.

This leaflet and one on thrift have been recently received and may be obtained by writing to the State P.T. A. office at 21st and L streets, Sacramento.

State Convention

The date for the state convention at San Bernardino was set for the third week of May, having to await the return of delegates from the national convention at Atlanta, Georgia.

America's Awakening

FRANK ALVAH PARSONS

*President, New York School of Fine and Applied Arts
Chairman Art Department, National Congress of Parents and Teachers*

AMONG the astounding manifestations of the modern phenomenon called "The New Freedom" none is more amazing than our changed national attitude to art. The word is no longer a cognomen for mystery, picture painting, Divinely-born exclusiveness, nor a smoke screen for long-haired, unwashed, sentimental, attic-living for "Art's sake." It is still, however, somewhat of a national question mark, and herein lies a danger.

We are learning that life is, was and always will be a mental struggle to determine what are our dominating ideals, therefore our needs, in the order of their importance; then should come a visualization of how and with what the answer to these needs shall be expressed. The ancients worked that way, and the mediæval man as well. The social amenities of the eighteenth century brought out an expression fitting the needs and aims of the epoch. No less is true of the domestic hypocrisy and industrial revolution of the nineteenth century. A new epoch is upon us with industrial, commercial, economic supremacy the watchword, internationally, nationally and individually. Obviously since art is the expression of life as it is conceived and lived at any given time, the keynote to our art is industrial. It must have a money value and be genuine in its art quality or economic independence of foreign nations, where art is known, recognized and produced automatically, is impossible.

The business man has sensed this more quickly, clearly and completely than our politicians or our educators, particularly those engaged in so-called art education. The most radical reaction to this wave of "waking up" is seen in the mania for more artistic homes, for as a nation we are stirred in every corner with this desire to the point of investigation. The theatre has caught the inspiration and costume creation even for ladies(where there are any) is gaining in importance by leaps and bounds.

For the moment there is one absorbing danger as in every hectic endeavor to grasp a universal idea and use it before really understanding it. We must learn what art is. Since

it is life's expression it includes all man-made things and one's first knowledge of it should come from the things nearest life. One is more interested in his home, his furniture, his church, his theatre, his clothes and his motor car than in the Cathedral at Chartres, the Sistine Madonna, the Winged Victory or the Roman Pantheon, so let us have Art interviewed from the point of view of the mode of life we find ourselves identified with.

All the world's masterpieces, to be such, fulfilled two essential requirements, or they failed as art expression. First, every object created for a use must be fitted to its use and function perfectly as an individual object as well as in association with other objects. A chair may even be a good chair as an idea, but be so placed in a room as to be useless, thus failing in its first essential as an art expression.

Second, every created object should be in *good taste*, or, as we sometimes say, should be beautiful, which means every part should be related to every other part harmoniously, according to simple principles that can be taught and learned and practiced. *Taste* is a matter of teaching and growth, like intelligence, righteousness or good manners. It makes life easier, pleasanter, and raises it above the brute level.

Let us learn what art is before we swallow whole every quack's imitation, simply because it is "original," "modern," "exotic" or expensive. The moment is pregnant with opportunities for us, the richest, most virile, most provincial of nations.' Let us think, then act.

Constructive Child-Building

MRS. GEORGE WALE
San Francisco

NO ONE device or resource will attract and hold members in parent-teacher groups year after year. No matter what the camouflage, pupils above grammar grades discourage the presence upon the school premises of the maternal parent. At least this pose is

often a factor until a better tradition has been carefully grounded. Those experienced parent-teacher leaders who have evoked "sense" from the kingdom of adolescence, and who have harnessed this potential Niagara of opposition and freed latent altruistic power, advance the idea that the experiences of Judge Ben Lindsay in converting from negative to positive, bands of lively boys who had grown out-of-hand, are worth studying.

These ideas were recently advanced at a new junior high parent-teacher association by the present writer in an endeavor to demonstrate the practical uses to which our "text book," "The Child: His Nature and His Needs," may be put. An extract, which follows, was read from the chapter entitled, "Social traits of childhood and youth," by Frederick Bolton, dean of the College of Education, University of Washington.

In a certain suburb of Denver, where the smelters are located and there are a great many cheap saloons selling bad liquor and tobacco to children, two celebrated gangs brought to the juvenile court for dangerous forms of rowdiness and lawlessness, not only completely suppressed every serious objectionable feature among themselves, but also went after the men who were selling tobacco and liquor to boys. They prosecuted and sent several to jail, and did more to stop the use of tobacco and liquor among the boys in that neighborhood than the police department or civil authorities had done in the history of the town. The members of the same gangs also prosecuted men for selling firearms to children, for selling stolen property, and for circulating obscene literature. Yet these were the lads who had been making trouble in that neighborhood, who had been stealing the property which the junkdealers bought, and who were among the customers for the firearms and the immoral literature. What limit is there to such enthusiasm and such spirit?"

To exemplify the need for organized parent power a portion of the summary of the chapter from the same work on "Bridging the gap between our knowledge of child well-being and our care of the young," by H. H. Goddard, professor of a normal and clinical psychology, Ohio State University, was also read:

"Man's greatest interest is in children. As usual it is hard to put in practice what we know. Something radical must be done because as a group we are losing ground. The anti-social element is increasing and the burden of the insane and feeble-minded is be-

coming heavier. The explanation of all this is that we have mistaken symptoms for causes. The cause of crime, insanity and delinquency is not anything so simple as the movies, alcohol or any of the other supposed numerous causes. The cause is to be sought and found in man's inherited tendencies, which do not fit his present world, and we have not tried sufficiently to modify them. There is much yet to learn, but we already know enough, if we put it into practice, to transform civilization within a generation or two."

The testimony of women who have graduated from college regarding the education of girls shows that they believe that all girls should have training relating to homemaking as well as general training which will fit them for life outside of the home, was a third co-ordinating matter included in this particular symposium. This important contribution was from the chapter on "Changing Courses of Study," by Professor M. V. O'Shea, department of education, University of Wisconsin.

* * *

Three Safety Plays

THE Education Division of the National Safety Council has prepared three charming little plays for children, refreshingly new and readily actable. Each play teaches a safety principle, but so surrounds it with humor and dramatic action that children find the safety warning a delight rather than a lesson.

Bill's Christmas Fright, by Frances Stuart, is especially adapted to children's entertainment. Bruin's Inn, by Anne Townsend is a story of forest fires. The Runaway Ball, by Mary Foote, dramatizes the dangers of playing in the street. The plays are delightfully illustrated and give directions for costumes and stage settings.

Copies may be secured for 25 cents each postpaid by addressing the Company, at 120 West Forty-second Street, New York City.

* * *

A Guide to the Movies

NATIONAL Committee for Better Films affiliated with the National Board of Review of Motion Pictures, 70 Fifth Avenue, New York City, publish a monthly "Photoplay Guide" to the better pictures. The subscription rate is 75 cents per year. This guide is of value to school people and to all who are concerned with the improvement and purification of motion pictures.



FROM THE FIELD



Herein appear from month to month, as may seem called for, brief notes or queries—concise, helpful, personal expressions of valuation and judgment, upon local, state or national educational affairs of general interest.

Italian; Why Not?

ONE possibly needs to have more than the courage of one's convictions to cross pens with the learned editors of our educational journals. And yet one cannot help but wonder if their manner is quite correct and their judgment quite sound in the attitude they take toward suggestions from without on any point that has to do with the curriculum of our secondary schools. One would wish, perhaps, that they would assume less often the attitude of Pontifices Maximi thundering forth their decrees and maledictions.

Listen for example to this from the editorial pages of a recent number of *The School Review*, anent the introduction of Italian. The Mayor of Orange, New Jersey, a city in which 40 per cent of the school enrollment is of Italian parentage, recommended to the school-board that the study of Italian be included in the high school curriculum. The simple announcement of this in the *New York Times* called forth this, among other paragraphs, from the learned editors.

"If Italian is taught because many Italians left Italy and settled in Orange, possibly the population of that city could be increased to the advantage of the municipal government by introducing a course in Polish and another in Yiddish. The political considerations which move municipal officers are numerous and diverse. Why not pattern the curriculum of all schools after the wise suggestions of mayors and petitioning nationalities."

The mayors of our cities may not always qualify as educational experts, but shall they be denied their right to make a suggestion, without calling forth the thunder of the mighty. And, after all, there is a great deal to be said for Italian as a fitting study for many of our high school students.

One passes by all that Italy has contributed from time immemorial, to our common civilization, and turns only to suggest the strong factor it has always been in forming and guiding our literature. There has always been for example a close connection between the English

poets and Italy. Chaucer, it may be recalled, adapted or translated Italian tales. The Elizabethans dramatized Italian novels. Milton followed the Italian manner in his *L'Allegro* and *Il Penseroso*. Browning said "Italy is my university." Shelley declared that the inspiration of his greatest poem was due to "the awakening of spring in that divinest climate." Landor settled in Florence and said "Italy is now my country." Byron flung the tri-color from his window and began the fourth canto of "*Childe Harold*." Crashaw, Wordsworth, Keats, even Shakespeare, they are all connected in some manner with memories of Italy.

Russian, Pole, Hebrew, what have we to do with their native languages? They come here to become part of us. They come to speak English, and English in its literature looks toward Italy.

If modern language study has any place in our secondary school curriculum, other than its value as a tool for commercial uses, then Italian of all modern languages, instead of begging for a place in our curriculum should claim the first as its rightful inheritance.

Francis J. McConville

Head of the Dept. of Foreign Languages
San Mateo Union High School
San Mateo, California

* * *

A Pioneer

George Sackett, one of the veteran school men of California, who passed away recently, was born in Illinois in 1865. He received his early education in the schools of that state, and higher education in Northwestern University, Illinois. He came to California in 1891—was superintendent of the schools of Ventura County from 1895 to 1907. About that time he was elected State Senator and later Secretary to the State Board of Education. In 1911 he moved to Oakland. At the time of his death he was principal of the Golden Gate Junior High School. Mr. Sackett had an unusually wide circle of friends and acquaintances in the West.

Character Education

OUR Character Education Institution maintains standards of scientific research. This policy involves thorough work in verification of tentative plans for character education. We are in collaboration with teachers and educationists.

One bit of work has reached the stage of verification, namely the Morality Code. It is a trustworthy statement of the body of moral ideas which U. S. A. teachers ought to inculcate according to intelligent public opinion in the minds and hearts of children. It is a trustworthy code of morality for the enlightenment of teachers.

It has been proved true that the personal influence of any teacher is considerably strengthened by a thorough study of this Morality Code. The explanation is that the teacher's vision of what is right is made more definite, positive and vital. A teacher whose own ideas of morality are vague and foggy has little influence over children.

This Children's Morality Code is for the California teachers, and is ready for their use.

Yours cordially,

Milton Fairchild
Chairman

The Character Education Institution,
Washington, D. C.

* * *

One Hundred Per Cent

WASHINGTON, D. C.—Special to the Sierra Educational News—One hundred per cent of the teachers of the Union High School, Anderson; the Williams school, Bakersfield; Grammar school, Buena Park; San Ramon Union Valley High school, Danville; Joint Grammar and High schools, Davis; Grammar school, Highgrove; Union Grammar school, Lakeside; Union High school, Linden; Miguelito school, Lompoc; Mayflower and Wild Rose Avenue schools, Monrovia; the Amestoy Avenue, Garvanza, Norwood Street, and Reseda schools, Los Angeles; the Santa Fe, Oakland; the Allyn, Ontario; High School, Orcutt; the Cabrillo, Golden Gate, Franklin, Grattan, Harrison, Hillcrest, Irving M. Scott, Jean Parker, John Swett, Lillenthal, Madison, Melrose, Mission Grammar, Pacific Heights, Rochambeau, and Twin Peaks schools of San Francisco; the Edison, Franklin, Jefferson, McKinley, and Roosevelt schools, Santa Ana; the Roosevelt school, Santa Barbara; the Fremont school, Santa Rosa; the Monroe Primary

school, Stockton; the Grammar school, Weaverville; the High school, Yreka are enrolled in the National Education Association.

National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.

* * *

Demonstration Schools

THIS year we have established in Santa Barbara County five demonstration schools for the purpose of putting into practice to a greater or less degree the principles of "Creative Education." The Training School in connection with Santa Barbara Teachers College may be considered a sixth demonstration school. These six schools are:

Alcatraz School, at Gaviota. Teachers: Mrs. Margaret S. Wood, Principal; Marjorie E. Brown, Assistant.

Blochman School, near Sisquoc. Mrs. Bina L. Fuller, Principal; Mrs. Gertrude R. Boyd, Assistant.

Doheny School, near Sisquoc. May Kellogg, Teacher.

Jonata School, at Buellton. Meannette Lyons, Principal; Margaret Kenyon, Assistant.

Lompoc School, at Lompoc. Mrs. Kate F. Sutton, Principal with ten assistant teachers.

Santa Barbara Teachers College Training School, at Santa Barbara. Mrs. Laura S. Price, Principal.

This year all elementary teachers of Santa Barbara County are taking a total of five days for institute and visiting days—three days institute and two visiting days.

Sincerely yours,

A. S. Pope
County Superintendent of Schools
Santa Barbara.

* * *

Radio Clubs

IN the Los Angeles schools radio is taught as a part of the electrical course. There are several extra-curricular clubs which meet in the evening and make a special study of radio.

Walter B. Crane
Principal
Part-Time High School
Los Angeles

* * *

Yolo County

Ninety per cent of the Yolo County teachers have already enlisted in the California Teachers' Association for the current school year. County Superintendent Harriett S. Lee expressed the hope that the C. T. A. membership in her county may reach 100 per cent before school closes. Much interest is being shown in the work of the Association.

Shakespeare Contest 1926

THROUGH the combined efforts of the California State Association of English Teachers and the Drama Teachers' Association of California, the seventh annual Shakespeare Contest will be held in Berkeley this spring. It is planned to have this contest as a part of the yearly proceedings of the Drama Teachers' Association to be held on the campus of the University of California, probably in April. Following the plan of other years, each high school in the state may enter one boy and one girl as contestants. The schools will be classified according to enrollment, and prizes will be awarded to the winners in each group.

To carry out the festival spirit further, schools are invited to present scenes from Shakespeare's plays also. Many schools are planning a local Shakespeare Day for February or March, in which several schools will unite, each school contributing the production of one scene. These same productions may be brought to Berkeley for the State festival.

The committee in charge of arrangements is:

Miss Alice C. Cooper, University High School, Oakland, President California State Association of English Teachers; Miss Helen E. Ward, Salinas Union High School, Salinas, President Drama Teachers' Association of California, and Professor Robert P. Utter, University of California.

* * *

Drama in California Schools

DRAMATICS as an activity has needs of its own. If it is to be self-respecting, it must be able to plan for its own growth. The energy that produces a sincere interpretation of a worthwhile play, translated into dollars in the box office, should, in large part at least, go back into the sincere production of other worthwhile plays. And sincerity must have materials to work with. Besides a group of eager actors, it must have costumes; it must have harmonious settings; it must have lighting equipment. Above all, it must have light.

The Drama Teachers' Association of California believes that dramatics should support itself. Granted that there are circumstances wherein it is right for dramatics to contribute to the support of other activities, the Association feels that dramatics should be allowed to protect its own life first and raise its own standards by using its box-office receipts for itself.

School principals and superintendents can

help the standard of productions in your school by deciding upon a fair and equitable apportionment of the money raised by dramatics.

Your school is in one of the districts of the Drama Teachers' Association. That district has a councilor, who will gladly give you information about the Association's activities. Or, if you prefer, write the secretary, the vice-president, or the president. We want you to know the Association, its aims, and its progress. And we want to know your problems, your point of view, so that we can make the Association of greater value to your school and community.

Helen E. Ward
President

Drama Teachers' Association
of California, Salinas.

* * *

Absent Pupils

REQUEST has been made that attention be called to the need of uniform practice in recording absence in the elementary grades. We find that in some counties, it has been the practice to ignore the absence of pupils until such absence infringes upon the statutory minimum day. Section 1858 (5) provides that record must be made if a pupil is absent "for any day, session, or part of a session." It is apparently necessary to record the five per cent units of absence occurring during any part of the official day of the school as established by the local board.

In the case of pupils in the first two years of junior high school, this method of recording absences does not apply. By the provisions of Section 1720, junior high schools are classed as secondary schools. By the provisions of Section 1858 (6), attendance in all secondary schools is to be kept in accordance with the Rules of the State Board of Education. (See School Law, 1925 edition, page 347).

Yours very truly,

Will C. Wood
State Superintendent
of Public Instruction

Sacramento

* * *

School Trustees Handbook

AND Public School Catechism an invaluable handbook. Fifteen cents per copy. Write C. T. A., 930 Phelan Building, 760 Market street, San Francisco.



EDUCATIONAL LITERATURE

Research on Human Beings

THE CHARACTER Education Institute of Washington, D. C. has appointed a special committee, with appropriation, to prepare a statement covering the methods of research work on human beings. Every effort will be made to apply the universal principles of scientific research to this, the most difficult of all research fields. For example, there are twelve groups of variables which must be taken fully into account in scientific research on human beings.

These are: (1) Native abilities such as,—mechanical skills, and intellectual aptitudes; (2) physical make-up,—size, height, weight, strength, and race; (3) instincts—13 centers in body organs; (4) curiosities—6 spheres, through the senses; (5) urges—12 objectives such as possession, knowledge, and honors; (6) characteristics, 92 in all,—such as just, sociable, and poised; (7) maturity of personality, physical and psycho-development; (8) personal experiences, such as responsibilities, love affairs, hardships; (9) information, observation, reading, and conversation; (10) convictions and beliefs,—religion, politics, morality; (11) personal interests,—engineering, science, human welfare, fine arts; (12) environment influences,—climate, friends, nation.

* * *

The Play Ship

IN a field by Rossmore Avenue the boys have built a ship,

With her bowsprit pointing west, south west.
Is she swinging at her anchor, is she lying at her slip,

Is she ocean tossed, or riding snug at rest?

Her freeboard rides two fathoms in her crew's imagination.

Do not drop a line to the water overside.
She is outward bound a cruising for deep-sea investigation,

She will chart the currents, gauge the tide.

But her dirty square of staysail tomorrow will be spread

Cruising, cruising in the Spanish Main.

With the long guns on her fo'c'sle weighted deeply by the head,

And the pirate brig will soon be piled with slain!

You must use a telescopic glass to get the true dimension

Of her mainsail, hanging slack in the shrouds.
As for all her other canvas use even more invention,

For her skysails tower to the clouds.

She's a China Seas tea-wagon with a heavy-fisted skipper

Who knows how to pile the canvas on a ship.
She's a "Jolly Roger," she's a flying Yankee clipper!

Her lee rail's under water and her masts bend like a whip!

I. D. Perry
Los Angeles High School

* * *

David Goes Voyaging



YON smiling pirate in the port-hole above, is David. This lucky 12-year-old boy tells his own story of the Beebe Arcturus Expedition, which he accompanied for three exciting months in the Pacific—sea lions, devil-fish, volcanoes, "buried treasure 'n' everything!"

G. P. Putnam's Sons have issued a charming volume, wherein David spins his yarns.

New Kindergarten-Primary Books

WILLIAM JOHN COOPER

Superintendent, Fresno City Schools



INDERGARTEN - PRIMARY Enthusiasts: You will be delighted with a new book from Ginn's press. The title is "*Unified Kindergarten and First-Grade Teaching.*" Could any other sound as promising? The authors, Miss Alice Temple and the late Samuel Chester Parker. Professor Temple, chairman of the Department of Kindergarten-Primary Education in the University of Chicago, is a recognized authority in this field of education, and Dr. Parker, whose untimely death a little more than a year ago was mourned by educators everywhere, appears to be literally fulfilling a prophecy of Dr. Judd, who said:² "That eager mind, with its intense devotion to all that is reasonable and constructive, will work on and on in our institution and in others to the upbuilding of which it contributed and in the thinking of all who have been enlightened by its clarity and unwavering integrity."

Synopsis

In organization and style the book bears the Parker stamp. Chapter I (two pages) is true to its title: "Purpose and Scope," indicating that the treatment will be in three parts, as follows:

"Part I. Unification, Purposes, Curriculum, and Equipment. This first part gives the reader a general view of the workings of the unified kindergarten and first grade."

"Part II. Types of Learning. This part describes in detail the methods of teaching social insight, expression, problem-solving, recreational activities, civic-moral behavior, health habits, arithmetic, reading, and writing."

"Part III. General Aspects of Learning. This part considers the general spirit that should prevail in directing pupils' activities and discusses the utilization of interests and provisions for individual differences."

Each chapter has a preview statement of the author's purpose, a logical, clearcut analysis of the problem in hand, and a summary of points made.

¹Parker, Samuel Chester and Temple, Alice: *Unified Kindergarten and First-Grade Teaching.* Ginn & Company, 1925.

²C. H. Judd: "Samuel Chester Parker." A memorial address reprinted in *The Elementary School Journal*, Volume XXV, p. 9 (Sept., 1924).

The spirit of the new unified primary unit is expressed as follows (pp. 119, 120): "Teachers of both grades (kindergarten and first grade) recognize the importance of giving the children opportunity and encouragement to initiate and carry forward individual projects, to solve the problems which such projects present, to organize themselves for group enterprises, and to settle their own differences. Through such experiences children grow in self-dependence, social adaptability, power to co-operate with their companions, etc. The teacher is there to see that neither time nor material is wasted and that all the children are engaged in occupations which are both pleasurable and profitable."

Among the outstanding chapters are IX: "Understanding Social Life," in which we find this significant statement (p. 127): "It will probably not be long before a liberal education will be conceived as one which gives sympathetic insight into contemporary civilization"; Chapter X: "Practice in Expressing and Communicating Ideas," etc., where we find (p. 193) enumerated eight clearcut aims of language training in the kindergarten and first grade, and comment like this: "Children can learn to talk only by talking, and they are entirely ready to learn in this way if they are given the opportunity. Many of them are naturally voluble. Instead of utilizing this instinct to the full, however, both home and school have tended to repress it." That the all around development of the child is not overlooked is shown by a rather long chapter (XII) on recreational activities, a clearcut short chapter (XIII) on "Forming Health Habits," and a well organized chapter (XIV) with suggested score-cards on civic-moral ideals and habits.

Although the authors intended the book primarily for use in teacher-training schools, it may be read with profit by all kindergarten-primary teachers, and should be on the desk of every superintendent and principal who has charge of the supervision of this division of our educational system.

A Happy Year

PARKER and Temple (op. cit. ante pages 493, 494) give seven principles which should govern "beginning book reading." In a footnote (p. 490) they call attention to the fact that after their book was written considerable discussion has arisen over the relative merits of using such classic stories as "Little Red Riding Hood," "Goldilocks," "The Little Red Hen," etc., as contrasted with the

so-called factual material of childhood, remarking: "It requires a great deal of skill to prepare such material in a form that will be as fascinating to the children and as stimulating to easy continuous reading as the story material which we have been discussing." A little book, which to a very large extent meets this specification, is entitled "**A Happy School Year**," written by Alice Dalgliesh,¹ and tastily and interestingly illustrated by Mary Score Brand.

It deals with the activities of six first grade children. "**The Breakfast Present**," (pp. 23-28) may be taken as indicating the nature of the volume. "Margaret was always late for school" (p. 23). Margaret's troubles are traced to the fact that she was wasting time over the eating of her cereal. Margaret's grandmother solved the problem by bringing home a breakfast set decorated with the story of "**The Three Bears**." We read: "On one side of the bowl there was a picture of the Big Bear, and on the other side a picture of the Middle-Sized Bear. Goldilocks was on the cream pitcher and the Bears' house was on the sugar bowl. 'Oh! I do like them,' Margaret said, clapping her hands, 'but where is the Little Bear?' 'He is down at the bottom of the bowl,' answered Grandmother. 'Is he a cunning little bear?' asked Margaret. 'As cunning as any little bear you ever saw,' said Grandmother. Margaret took up her spoon and began to eat her oatmeal. Strange to say, she never stopped to grumble, but ate steadily until she came to the bottom of the bowl. There was the Little Bear." Forever after, of course, Margaret was happy, ate her cereal promptly, and reached school on time.

The illustrations are three in number; one in color, showing Margaret having difficulty with her cereal; one depicting her dressing rapidly to find out what her present might be, and the third one illustrating the conversation with Grandmother about where the Little Bear was. In this last picture there is sufficient detail that the children may see how the story is shown on the breakfast set standing on the table.

Although we might wish that the book had been checked by the Thorndike Word List, any experienced teacher can take a random sampling of the vocabulary and check it herself to ascertain whether or not the material is too hard for her class. We are here commanding the book for its type of material, its appeal to the children's interests, its illustrations, its easy style, and its strong binding.

¹Alice Dalgliesh: **A Happy School Year**; Rand, McNally & Co., 1925.

A Riddle Book

OF SOMEWHAT different appeal is Lily E. Dootson's "**A Riddle Book for Silent Reading**,"² illustrated in black and white, by Clarence Biers. This volume consists of riddles about animals with which children are familiar, and with activities touching their every-day child-life. If we agree that the understanding of social life is an important element in early education, we will find several sections of this book helpful, for there are riddles concerning "things people do" (pp. 67-84), and "things at home" (pp. 85-94). At the same time, there is no shortage on pets, Mother Goose friends, playthings, etc. The author has contributed a word list (pp. 156-160), showing each new word as it occurs. Such list might be improved by rating each word by the Thorndike index. On the whole, however, the words are such common ones as will usually be taught in early childhood.

In explanation of the riddle method, the author says: "The six-year-old usually has a good memory and much power to comprehend, but his fleeting interest is not self-compelling to either memory or comprehension. How necessary, then, to develop a vigor and steadiness of interest which will lead to good silent reading habits. The riddle has the element of interest to a fairly normal mind and its use as material 'enables the teacher to detect the child's difficulties and to ascertain his reading power.'" (p. 154).

Peter Patter

TO THOSE WHO like rimes of imaginative type, some verging on non-sense, we commend Leroy F. Jackson's "**Peter Patter Book**,"³ an attractive school edition of a favorite child's book published first in 1918. It is in large type on clear white pages, with many unusual illustrations in color. These rimes vary all the way from such jingles as:

Needles and pins, hooks and eyes!

I saw a doughnut in the skies.

Flipperjinks, the circus clown,

Climbed a tree and got it down. (p. 104),

accompanied by full page colored illustrations, to such appeals to child humor as, "**A Big Fat Potato**" (pp. 134-136), who dreamed and dreamed,

*"But at last he woke up with an awful surprise,
and found a blind mole kicking sand in his eyes."*

²Lily E. Dootson: **A Riddle Book for Silent Reading**; Rand, McNally & Co., 1925.

³Jackson, Leroy F.: **Peter Patter Book**; Rand, McNally & Co.

One believes that the interest of every child will be held by such jingles as one which begins:

*"As I came out of Grundy Greet
Four cats were marching down the street;
One was long and gray and thin,
With lots of whiskers on his chin;
And one was round and sleek and fat
(He must have been a butcher's cat)." etc. (p. 149).*

The stories are so well selected and the illustrations so good that there is practically nothing in the entire volume to which one could object. The book is provided with a good index to the rimes (pp. 213-215), and will be especially useful on the teacher's desk and on the library shelf.

His Own Book

THE Children's Own Book," just from the Benj. H. Sanborn & Co. Press, commanded our attention by its very title. Opening the cover, one is confronted with the names of an assistant superintendent and four primary teachers of the Minneapolis Schools, as authors; and the comment, "With the children's own illustrations." Wonderful stimulus to investigation! We find eighty-two stories in all, of varying lengths and styles—prose and verse—grouped into five chapters, I "about pets and animals"; II "about other animals"; III "about children's toys and games"; IV "about things children do at home," and V "about holidays." In the introduction we are told that, "The children were active participants in writing the stories and in planning activities and seat work"; and of the illustrations we read: "Some are the children's independent productions and others were made under the direction of the teachers." (page v).

Among the effective things in this book are:

- A. the childish yet expressive drawings,
- B. subject matter of interest to little children,
- C. considerable suitable rhyme and jingle,
- D. plenty of suggestions for things to do, not only in the way of "cutting out" but in such actions as running, jumping, imitating, etc.
- E. search for words that rhyme,
- F. tests; completing simple sentences with words to be selected from a given list (pp. 31, 32); a picture (p. 18) with the directions "Find the story which applies to this picture," (the story is found in a little verse on page 16); bird puzzles: "Find my picture, find my name" (pp. 56, 57), etc.

Although there is no check by the Thorndike Word List, the authors assert that the vocabulary has been checked and corresponds

¹Elizabeth Hall, Blanche A. Allen, Jean Baillie, Clara S. Crockett, Gertrude O. Terrill: The Children's Own Book; Benj. H. Sanborn & Co., 1925.

closely enough with standard lists to make the book readily usable in H. 1st or L. 2nd grades.

It is to be hoped, however, that future editions will not be printed in red ink.

Phonics

AS A SEPARATE subject in the primary grades, instruction in phonics may be said to be at least obsolescent. But as an aid to rapid word recognition it is likely that some instruction of this character will find a least as much of a place in primary reading as instruction in the use of the dictionary finds in upper-grade reading. Consequently, teachers who are using modern method readers will welcome pictures and word charts which offer this minimum of phonics. Accordingly, Lilian E. Talbert's "Phonics, Low First Grade"² will be welcomed in many quarters, and may perhaps be a forerunner of many similar manuals. The illustrations are very satisfactory. The words used are on the whole those that will be found in the spoken vocabulary of the six-year-old child. Whether a little manual of this kind will prove as satisfactory as picture cards and word cards, only practical use will tell.

Teaching Reading

SPACE WILL NOT PERMIT an extended notice of a book which ought to be studied by research students and by instructors in kindergarten-primary training schools. It appears as Monograph No. 8 in the Journal of Educational Research Series, and is entitled "Teaching Beginners to Read in England."³ For the research student I simply quote from Dr. Buckingham's introduction: "The author approaches his subject from the strictly experimental point of view" (p. 2) "His principal contribution to the methodology of research is his system of grouping pupils." (p. 4).

The teachers' college instructor will be interested in studying the results of testing these pupil groups to determine comparative merits of phonics vs. the "look-and-say" method, of the alphabetical method vs. phonics, and finally an evaluation of "the most recent phonics system, Mr. Hayes' Phonoscript" (p. 174), which appears to be the best method of teaching beginners to read, but shows some loss of transfer when pupils turn from phonoscript to ordinary print, and has some unsatisfactory effects on spelling.

²Talbert, Lilian E.: Phonics, Low First Grade; Harr Wagner Publishing Co., 1925.

³Winch, W. H.: Teaching Beginners to Read in England: Its Methods, Results, and Psychological Bases; Public School Publishing Co., 1925.

THE MASTERY OF ENGLISH—By Robert F. Allen and Emma B. Harvey. *Book I for the junior high school and year one of the senior high school. Book II for the senior high school.* 439 and 436 p. il. and colorplates. The John C. Winston Company. 1925. \$1.48 each.

Substantial binding; excellent paper, typography and arrangement; admirable format,—all these criteria of a worthy text are well exemplified by the Allen-Harvey series. But what is much more important is the intrinsic quality, "teachableness," and "learnability" of the content itself,—and here the Allen-Harvey series scores high.

Instruction through self-activity is the core idea of the book. The exercises specifically provide that adolescent enthusiasm, initiative, and desire for self-expression are brought into full and wholesome play in attaining mastery of clear, correct, and effective English.

The pupils are visioned as workmen possessing valuable building materials, words, and using that material to construct strong and beautiful word-buildings. The Allen-Harvey books are true to their title and intent. They are crisp, brilliant, and full of good craft.

—V.MacC.

* * *

SEA PLAYS—Edited by Colin Campbell Clements. With 10 block prints by Peter Teigen. 241 p. Small, Maynard and Company. 1925. \$2.50.

Ten dramas of the ocean—salt spray, spumy bellow—the men whose eyes are focussed to far dim horizons. Fuller, Galbraith, Pillot, Farrar, Glaspell, Southgate, Gaston, Cowan, Halman, Cunningham, are the playwrights selected.

Anyone interested in contemporary drama or in the Sea—the Sea—the Sea—will find rare enjoyment in this briny book. Schools need more of the sea—we Americans are inlanders and hinter land folk—we need to bathe our selves in the mystery of the moonlight sea.

* * *

A HANDBOOK OF THE OUTDOORS—By Earle Amos Brooks. 238 p. il. George H. Doran Company. 1925. \$2.00.

Earle Amos Brooks is an instructor in field laboratory sciences in Boston University. The plea of Mr. Brooks that no other agency of religious education is more helpful than the great laboratory of nature for the upbuilding of character is vividly supported by his book. Every season and every phase of outdoor activities, including woodcraft and campcraft, is touched upon. A helpful guide is this to

those who wish to reveal to the young the inspirational attributes of Nature.

This is truly a "handbook" for those who wish to know more of the things of the outdoors, and who desire to lead others to seek the stimulation of body and spirit to be found in the free life of the open country. Out of a wide experience the author has provided an unusual book for leaders of boys and girls, Sunday School teachers, and all workers with young people. It tells where to go, what to do, and how to make effective a program of outdoor activities.

* * *

ONE ACT PLAYS FOR STAGE AND STUDY—

Twenty-five Contemporary Plays, by well known dramatists, American, English, and Irish. Preface by Augustus Thomas. 490 p. Samuel French, New York City. 1924. \$3.00.

An exceptionally brilliant collection is this; nine of the plays have never before been printed anywhere, while the majority of the others are difficult to secure and have been published only abroad. This is the sort of book that one reads "from cover to cover." It is also an invaluable reference book, and useful for study clubs, schools and colleges. As items of special quality the reviewer may point to "The Mayor and the Manicure" by George Ade, and "The Widow of Wasdale Head" by Sir Arthur Pinero.

* * *

THE INFANT AND YOUNG CHILD—*Its care and feeding from birth until school age. A manual for mothers.* By Morse, Wyman, Hill 271 p. il. W. B. Saunders Company, Philadelphia, 1924. \$1.75.

Simple, clear, interesting, authoritative, is this manual for all who care for infants and little children. Every school teacher, whether parent or not, should be informed concerning pre-school, and indeed, pre-natal life, for these periods transcend, in importance, all others.

These authors have successfully met a demand. They have anticipated and answered every question which nurses and mothers may ask—answered them in detail, plainly, clearly, scientifically. The work is a sympathetic one, covering childhood and its ailments from birth to six years. There are chapters on preparing for baby's arrival, the bath, clothing, breast feeding, weaning, artificial feeding, home modification of milk, patent foods, indigestion, recipes, development, malnutrition, sleep, rest, exercise, fresh air, training, education, contagious diseases, bad habits, emergencies, and medical supplies.

Commercial Law

THE TEACHING of Commercial Law is the theme of an admirable paper by M. J. Evans, head of department of commerce, Hollywood High School. It has appeared both in the Commerce Journal and in the Los Angeles School Journal.

A course in business law should be broad enough to include all that body of law applicable to business procedure which the business or professional man or woman of today will meet on the street and in the office. It should also be practical to the point of application by the rancher, the housewife, or the day laborer.

Mr. Evans points out various law questions which arise in every-day life, about which people should have accurate information. Since there are no text-books containing this type of practical information, Mr. Evans favors a thorough law course in the high school.

* * *

CALIFORNIA: ALL OF IT—By Marshall Breedon, new and revised edition. 200 p. many ills. and plates. The Kenmore Publishing Company, Los Angeles. 1925. \$1.50.

A breezy, journalistic account of California, full of delightful whims, fancies and sketches. As meaty as a plum pudding, and as tasteful as a frappe. The sort of book tourists like, and the kind we send back East at Christmas tide. Breedon is widely known by his juvenile story books chief among which is "Sara Squash, Queen of the Dining Room."

* * *

JONATHAN SWIFT SELECTIONS—Edited, with an introduction by Hardin Craig professor of English, University of Iowa. The Modern Student's Library. 476 p. Charles Scribner's Sons. 1924.

This series is composed of such works as are conspicuous in the province of literature for their enduring influence. Every volume is recognised as essential to a liberal education.

* * *

THREE-PART MUSIC—Music Education Series. By Giddings, Earhart, Baldwin, and Newton. 192 p. il. Ginn & Co. 1925. \$1.32.

Each new volume of the Music Education Series is greeted with much interest because of the uniform excellence and high artistic quality of this series. The present volume, a collection of songs and choruses, is so wide-ranging and catholic that its use is not restricted to any definite age or grade. The collaborators are outstanding leaders in the field of public school music in America.

McFADDEN ENGLISH SERIES, LANGUAGE AND COMPOSITION. BOOK I AND II—By Effie B. McFadden. Book I 332 p. il. Color plate. Book II 376 p. il. Color plate. Rand McNally & Co. 1925.

Miss McFadden is widely known throughout California and the West. For many years she has been a prominent member of the faculty of the San Francisco State Teachers College. She is author of numerous books on language teaching and joint author of courses in grammar and languages. The present series begins with the third grade and continues up through the sixth grade. An abundance of well-organized language material is attractively presented. The many marginal illustrations add to the charm of the books.

* * *

Two Thousand Spelling Demons. The words most frequently misspelled by high school students, with provision for their mastery. By Ward G. Reeder, 68 p. Silver, Burdett & Company. 1925.

A Complete French Course. By Jacob Greenberg. 505 p. il. Charles E. Merrill Company. 1925.

History of America. By Carl Russell Fish. 570 p. plus 57 p. profusely il. American Book Company. 1925.

Farm Accounting Books. (1, 2) Cost Account Books One and Two; (3) Inventory Account Book; (4) Financial Account Book—all by Lennes and Merrill, and all to accompany "Farm Account" by Currier, Lennes, and Merrill. The Macmillan Company. 1925.

Exercises in Rapid Calculation. By Harlan Eugene Read and S. Wordsworth Fox. 128 p. pad. The Macmillan Company. 1925.

The Fowkes-Goff Practice Tests in Arithmetic for grades seven, eight and nine. By John Guy Fowkes and Thomas T. Goff. 100 p. pad. The Macmillan Company. 1925.

First Through the Grand Canyon. By Major John Wesley Powell. Being the record of the pioneer exploration of the Colorado River in 1869-1870. Edited by Horace Kephart. 320 p. First published in 1915 and revised in 1925. The Macmillan Company. 1925. \$2.00.

History Reader for Elementary Schools. Arranged with special reference to the holidays. By L. L. Wilson, arranged with Philadelphia Normal School. 403 p. il. (Copyright in 1898). The Macmillan Company. 1924.

A Call to Action



THE NEW EDUCATION BILL is now before both Houses of Congress. It is sponsored in the Senate by Charles Curtis of Kansas, and in the House by Daniel Alden Reed of New York—two strong leaders in strategic positions, as majority floor leader in the Senate, and Chairman of the Committee on Education in the House.

This Bill (S. 291 or H. R. 5000) unites existing educational activities of the Federal Government into a Department of Education with a Secretary in the President's Cabinet. It provides for the research needed to guide wisely the use of two million dollars spent annually for education in the United States. It does not deal with the problem of Federal aid.

It has the support of national, state, and local organizations whose total membership numbers millions. These organizations do not believe in Federal control of education, but they do believe in research and the distribution of information relating to education as we now have for agriculture, commerce, and labor. They believe that education is entitled to the respect and leadership suggested by representation in the President's Cabinet.

EVERY friend of education is urged to write at once to his or her Senator and Representative in Congress urging their support of this Bill.

IT IS TIME TO ACT. Will you not write today?

Address your Congressman personally, care United States Senate, or House of Representatives, Washington, D. C. Tell him what you think of the Bill and suggest that he consider it carefully.

The New Education Bill is one of the measures sponsored by the California Teachers' Association. The California delegation includes:

Senators Hiram W. Johnson, and Samuel M. Shortridge.

Representatives

Clarence F. Lea
John E. Raker
Charles F. Curry
Florence P. Kahn

Lawrence J. Flaherty
Albert E. Carter
Henry E. Barbour
Arthur M. Free

Walter F. Lineberger
John D. Fredericks
Philip D. Swing



NOTES AND COMMENT



JANUARY DATES

11—State P.T.A. Conference, San Francisco. Mrs. Robert Cardiff, State First Vice-President, Santa Cruz, presiding.

17-23—National Thrift Week.

25—State P.T.A. Conference, Los Angeles. Mrs. Robert Cardiff, presiding.

FEBRUARY DATES

17—National Founder's Day. Congress of Parents and Teachers.

21-25—Department of Superintendence, National Education Association, Washington, D. C.

25-27—California State Conference of Music Supervisors. College of the Pacific, Stockton.

* * *

The Children Pay the Bills

The immense financial burden imposed upon the principal nations associated during the World War against the Central Powers is analyzed in a comparative study of taxation in the allied countries made by the National Industrial Conference. Taxation in the United States nominally has more than trebled since pre-war days. The total amount of local, state and federal taxes levied in the fiscal year 1923-24 amounted to \$7,716,000,000, as compared with \$2,194,000,000 in 1913-14. Taking into account the decrease of purchasing power of the dollar during the war decade, this represents an actual increase in the tax burden of two-and-a-quarter times that of the last pre-war year, according to the Conference Board analysis.

Per capita taxation more than doubled in both the United States and Great Britain. The total tax burdens of the principal nations associated in the World War against the Central Powers, as related to national income at the beginning of the war and ten years

later, are computed by the National Conference Board as follows:

	1913-4	1923-24
United States.....	6.4%	11.5%
Great Britain.....	11.2	23.2
France	13.3	20.9
Italy	12.8	19.2
Belgium	7.8	17.0

The proceeds of taxation in Europe to a great extent are absorbed in paying the bills of past wars.

* * *

National Contest for Playground Beautification

Purpose: To encourage the beautification of America's playgrounds. Awards: Three \$500 cash prizes, thirty \$50 prizes, and thirty-three prizes of \$50 each in nursery stock. What playgrounds may enter: Any playground, athletic field or outdoor space used primarily for active play and games and administered by non-commercial groups in the United States and Canada. What playgrounds will win: Not the most beautiful playgrounds, but those showing the greatest progress in beautification, from now until the contest closes: Date of contest: October 6, 1925, to November 1, 1926. Entries closed December 1, 1925. Awards by Harmon Foundation. Conducted by Playground and Recreation Association of America, 315 Fourth Avenue, New York City.

* * *

Rural Course of Study

SONOMA COUNTY recently issued a tentative course of study in mimeograph form. Saturday morning teacher meetings provide for discussion of one or more phases of the curriculum. The attendance of teachers—which was not obligatory—has averaged 100 per meeting. This evidences the desire of the teaching force to widen their knowledge in the field of scientific investigation and experimentation in curriculum problems, and to co-operate in the attempt to build a more workable medium for effective instruction. After January 1, special meetings for art, corrective speech, and piano music are being arranged by County Superintendent Louise Clark.

FINANCIAL REPORT TO CENTRAL SECTION COUNCIL, C. T. A.

LOUIS P. LINN, *Financial Secretary*

November 1, 1923, to May 23, 1925

1923 Receipts

From O. S. Hubbard, Treas.	\$ 642.69
Cash rec'd for 1275 memberships @ \$3.00	3825.00
Our proportion of 19 memberships from state office @ \$1.00	19.00
One-half exp. our rep. to State Council	53.88
Interest on time deposits	36.24
	\$4576.81
Expenditures	
Sierra News	\$2667.50
Miscellaneous	518.20
	\$3185.70
Balance	\$1391.11
Balance 1923	1391.11
Balance 1924	303.59
Balance 1925 Sept. 1 (probably)	1140.24
	\$2834.94
Add 1925 int.	168.00
	\$3002.94
Cash and Cash Receivable, May 23, 1925	
Savings Acct.	\$192.01
Checks process of Col.	9.00
One membership owing	3.00
Checking Account	22.40
	\$8226.41
\$1694.70 (1923-24)	
6515.90	
\$8210.60 Amt. should have Membership Report	
1922 @ \$2.00	\$ 818.00
1923 @ \$3.00	1347.00
1924	2041.00
1925	2271.00

1924 Receipts

2041 memberships @ \$3.00	\$6123.00
Interest on time deposits	149.40
Refund by Chenoweth on \$400 advance expense fund N. E. A. delegate to Washington, D. C.	46.75
Refund by Chenoweth on "promotion fund"	10.00
	\$6329.15

Expenditures

Sierra News, 2037 times \$2	\$4074.00
Misc. Expenses	1951.56

Expenditures

Balance	\$ 303.59
Memberships 1925 to date May 23, 2271 @ \$3	\$6813.00

Expenditures

Balance	297.10
Amounts Owing	\$6515.90

Sierra News, 2271 times \$2	\$4542.00
Sierra News 1924, 4 times \$2	8.00
Bakersfield delegate to Glasgow	100.00
Levin, finan. sec. expenses (estimate)	25.00
Printing (estimate)	12.00
Exp. delegate to N. E. A. (estimate)	250.00
Secretary's (finan.) salary	200.00
This council meeting (estimate)	75.00
Tulare Co. share \$1000 fund	163.66

* * *

An Honorary Degree

Honorable Ernest P. Clark, President of the California State Board of Education has been awarded the honorary degree of Doctor of Laws, by Wesleyan University in connection with his long and distinguished services in the field of education.

INFANTILE PARALYSIS

INFANTILE paralysis is epidemic in California. Over four hundred cases have been reported since June 1. This is the largest number reported since the year 1912 when a total of five hundred cases was reached early in November. In past years the epidemic has reached its annual peak in California in late October and early November. There has never before been recorded in this state as great a number of cases so early in the season, as was true in the autumn of 1925.

Community precautions include,—(1) the immediate apprehension and isolation of child contacts throughout the incubation period; (2) the examination of all absentees in the schools by the nurses and the refusal on the part of the teacher to readmit them to schools without a reinstatement slip from the nurse; (3) the immediate exclusion by teachers of children showing any symptoms of illness; (4) the immediate investigation and examination by myself of all suspected cases whether reported by physicians, nurses, teachers or parents; and finally, (5) exclusion from schools for a period of five school days of all children presenting fever of unknown origin.

Avoid Contacts

Parents who desire to minimize the danger of having their children contract this dread disease are advised to keep their children away from crowds whose physical condition is unknown, such as the amusement parks, the moving picture shows, etc.; to have their children eat only at home or at the school cafeteria, and invariably to wash their hands before eating; to keep their children away from any other children who may possibly have symptoms of mild infection of any kind.

The foregoing statements are made upon the authority of one of California's leading health officers.

* * *

California School Man Goes to England

H. O. Williams, formerly high school principal at Redlands, Santa Barbara, and Sacramento, resigned the last named position to take special preparation at Washington, D. C., looking toward consulate service. Several years ago he was appointed Consul at Brest, and later at Brussels, which position he has held for some years, and recently he was appointed to the very important station at Liverpool. Mr. Williams' friends are very happy to learn of this public recognition of his distinguished ability.

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- Cowan & Loker's Exercises in Business Practice
- Cowan & Loker's Exercises in Bookkeeping and Business Problems—
Parts I, II, and III
- Atwood, Allen & Robinson's Practical Map Exercises (for grades)
- Bishop & Robinson's Map Exercises and Syllabi for high school history
- Rice & Paden's Pupil's Workbook in the Geography of California
- The Inglis Tests of English Vocabulary
- Cheney's French Idioms and Phrases with Exercises for Practical Use
- Moreno-Lacalle's Spanish Idioms and Phrases

Samples sent to teachers and interested school officials

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Character Training

(Continued from page 14)

righteousness might be powerful enough to overcome even very adverse environment.

For the most part, it was a clean-hearted America, troubled greatly about the saloon and the liquor traffic and exceedingly anxious about every source of moral contamination of youth. It was waging battle royal against certain questionable pictures enclosed in packages of cigarettes and objectionable depictions of the feminine form on billboards. A world in which woman's dress was hideous, I grant you, but sufficient. Withal, a world which still held quite strictly to standards of reserve in feminine manners and in the artificialities of feminine garniture.

We are asking, you will recall, why the problem of character training is more pressing than formerly. I have sketched thus briefly the America of 35 years ago in search of light on this question. How stands America today?

Temptations Today

The temptation to adventure and the opportunities for trying out new experiences which result from modern mechanical appliances and inventions are without parallel in the history of the world. America is be-telephoned, be-motorized, be-movied, be-radioed and be-jazzed to such a degree that only the calmest, most hardy and even hardened maturity can endure the resultant physical strain, not to speak of the unethical and unspiritual reactions. Irritated and shattered nerves are seeking surcease of misery in new types of excitement keyed yet one pitch higher, or in drug stimulation; or, failing in these, collapse in utter physical prostration and spiritual paralysis. If maturity cannot and does not endure the physical strain of this mad whirligig, what of youth? Something ails our youth, is the complaint, and why should not something ail them? The very setting of their lives is physically and mentally over-stimulating to the last degree. Is it to be wondered at that they exhibit a craze for new experiences and for excitement, that they evince little reserve in conduct or reticence in speech? To be observed at all, they must ever strive to be more bizarre than their neighbors. To be heard, they must scream. Our very school buildings are located, not with a view to the securing of quiet and the conserving of the health and nerve poise of children and teachers; they are placed on

the most traveled and, consequently, noisiest boulevards to advertise to traffic the material ambitions and prosperity of communities.

COMMERCIAL enterprise in our day has not been slow for gainful ends to capitalize to the full the control over nature resulting from scientific discoveries. We would not delay civilization even for one decade, but all these inventions that contribute to our convenience and especially to our pleasure, have created a new world full of peril to the young. The telephone makes contacts in the breath of a moment. The automobile breaks home contacts with equal speed. The radio brings jazz into the home. The motion picture visualizes not vice, sensuality, and crime, but—what is much more dangerous—vicious, sensual and criminal people in the very act of plying their evil ways.

Sex Exploitation

Literature is too narrowly occupied with the exploitation of the sex emotions and problems; ever thrums away on sex perversions and dissonances. The interpretation of those human emotions which have at all times nerved the heart and steadied the hand of men and women to deeds of courage and heroism, which have found expression in acts of justice and mercy, those emotions which are embodied in the noblest works of art and the greatest institutions of human society; the interpretation of those emotions so that the young are thrilled with a vision of possible progress and are impelled to undertake great things for human improvement . . . alas, literature seems to have lost her cunning. Instead of the live coals of clean-hearted human love and aspiration, she offers our youth the burnt-out embers of sensuality and passion.

Thousands of the very young witness these scenes every night in our great cities. Literature-in-action and the dance have flung to the winds all reserve. Too often they are crass, common, defiled. **A**nd the youth of today—how shall they know that all is not well when their elders do not even wince at the modern spectacle? Remember we are still answering this question, if the problem of character training is more pressing than formerly, why is it so?

Brief reference should be made to other social conditions which beset with difficulties the development of character and right conduct in youth. The eight hour law, a thing

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That is the way the book starts. It has real interest for children in its stories and in its quaint blackboard drawings. They like the stories. Above all they enjoy reproducing the drawings.

Little Ugly Face By Florence C. Coolidge

Twenty-four new Indian stories collected by the author from the Ojibways, the Pottawatomies, the Papagos and other Indian tribes and delightfully told. Illustrated with their usual sympathetic skill by the Petershams.

Goldtree and Silvertree By Katherine Duncan Morse

Six plays for the school room or the amateur stage. Adapted to use of children in upper-primary and intermediate grades. Illustrated. Accompanied by songs and music.

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thoroughly humane and beneficent in itself, has brought to millions an amount of leisure the world has never known since civilization started on its long journey upward. Coincident with leisure comes the wealth of the world dropped into the lap of America, which wealth under the spur of unheard of industrial expansion, is being more widely distributed than formerly. Leisure and wealth; what yoke-fellows for world progress! But leisure and wealth for those who know not how to spend either wisely; what yoke-fellows for dissipation and degradation!

What ails the young? What ails the adults of our time, I answer. The young are giving a better account of themselves than are the adults.

DISREGARD for law and contempt of the courts are making of this land and of the courts a by-word. Probation has still to prove its right to stay. Legal technicalities, unscrupulous appeals of lawyers to unintelligent or prejudiced juries, interminable delays that wear out the patience of the public and even of judge and jury, connivings at escapes, pardons and paroles of criminals—all of these things are not hidden from youth. Why not take a chance, just one chance? At least there is promise of exciting adventure, with little probability of being detected and, if detected, then there is probation.. It is difficult to realize the force of the temptation offered to the reckless, excitable youth of these days by probation, hung juries, lawyers who depict crime as a necessary consequence of tainted heredity and, therefore, not a thing to be disturbed about, and, if by chance the prison finally closes in on the culprit, then there is the parole and pardon to be counted on. To our everlasting shame, our beloved country is spoken of as the "Murderers' Paradise."

Our Responsibility

And now, what of our responsibility as educators? First, to be straight ourselves, kindly, courageous, honest, clean-minded, and reverent. Our students will not long remember much of what they learn in the way of information. They cannot escape, if they would, the memory and the impressions of a life above their own that unconsciously commanded their respect and invited imitation, if not positive competition. Someone has said, "The undevout astronomer is mad." Someone may well say, "The teacher who himself needs to be taught the elements of clean, kindly, and honorable living is a shameless imposter."

How shall we help the growth of character and improve the conduct of this generation of students? Shall we talk to the young people at stated times about the many problems of their lives? This is neither unsafe nor unwise if we are equal to the undertaking. Young people do not dislike preaching if they respect the preacher. They often crave a word of kindly, sincere advice. The natural discussion of ethical questions in small groups, with perfect freedom for questions and answers and with perfect frankness, may be prolific of good results. At any rate, the problem is too pressing to trust any longer to chance opportunities, to some incident of the day, or to some point in a lesson for the favorable occasion in which to impress ethical lessons. A hundred things will always stand in the way of just a chance. We must make such instruction a certainty in the day's program every day.

IN ORDER not to leave this instruction wholly to chance opportunity or to the possible ability of the individual teacher to discern the appropriate moment and materials for such instruction, the course of study itself should point out the ethical objectives of each subject, i.e., just how each subject may be made to contribute constantly to the development of right thinking and acting. Briefly to illustrate; it should be shown in the course of study how the teaching of English may be and should be a daily exercise in sincere, exact, and consequently honest expression, in fine discrimination between that which is ethically beautiful or ugly in the characters of the literature studied; how fair argument for a debating class may be made the agency of the finest ethical training. The teaching of English should be so done as to create a sense of obligation in each student to contribute as a good member of society to the conservation and perpetuation of choice English. It will be found that this social and ethical obligation will prove a more powerful incentive to cheerful efforts to improve speech than will the desire on the part of the student to escape disapproval because of mistakes and failure.

Shop Morality

Just one more illustration of how a subject should afford daily training in character and conduct. Take the shop lessons for this illustration. These should teach more than the use of tools, the laws of mechanics and their applications. They should teach fair dealing in that the same student should not always appropriate the best tools and the most desirably

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located bench; should teach lessons of co-operation at times when all hands must be willing to work together on a rush job; should teach every day and always that honest work alone should count, with no slighting of any job or attempt to conceal faulty execution.

In this way the course of study may be very helpful by pointing out in rather explicit fashion those possible ethical outcomes inherent in each subject.

In what other way may the schools help in this character training? Student activities of every sort, from athletics to the cafeteria and from the friendly social event to the dramatic, debating and oratorical occasion, furnish the best of opportunities for ethical or, on the other hand, for unethical training. The ethics of the game have been so often discussed as to need no further rehearsing. To win honorably and lose graciously, to cooperate generously—in a word, to "play the game"—has made men out of selfish and whining cowards. The management of student finances furnishes an opportunity for genuine moral triumph or defeat. For the student who trains himself to account honorably for the last penny, a moral victory. For the student who tries to beat the game, a moral defeat. For the teacher who supervises, an unparalleled opportunity to inculcate lessons of unwavering honesty.

Spiritual Values

When we have done all this, there still remains the one indispensable necessity to right conduct, namely, "the inward approach to the control of life." Inhibitions will not avail. "Thou shalt not" will not create right thoughts and noble deeds. Instruction is at best only suggestive and inspirational. Environment arranged to induce right attitudes and habits is most desirable, but a veritable Paradise of environment will not of itself restrain vicious propensities, whether inherited or acquired. The boy or girl who has not within himself the desire and will to do right will find or make an environment in keeping with his own inner weaknesses and proclivities.

ESPECIALLY at this time, when spiritual values count for so little with multitudes of men and women and when there is consequently great moral confusion, the schools should speak in no uncertain terms.

Unfortunately, in our own state the close interpretation of the law which rightly prohibits sectarian teaching results in undue caution on the part of teachers. Some actually

fear to refer to the sanctions of religion as standards by which to judge of what is right and wrong. They almost fear to mention the names of God and Christ in the classroom or within the school. They may teach Homer and the Greek tragedies which constituted the Greek Bible,—and for my own part, I wish they were taught more generally because of their calm, unescapable wisdom. They may mention with approbation Buddha, Confucius and Mahomet, but they feel constrained to exercise caution when they approach the subject of Christianity, because the Bible, the exponent of the Christian faith, is classed in this state as sectarian literature.

Whatever the prescriptions and interpretations of school law, the fact that confronts the schools is this; the issues of life are within the heart of man and that character alone is secure which is controlled from within under the guidance of religious sanctions. Most important of all is it that young people be taught that a thing should be done because it is right, right as judged by the spiritual wisdom of the ages and by the one all-comprehensive command of the Christ, "Thou shalt love the Lord thy God, . . . and thou shalt love thy neighbor as thyself."

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Poetry

(Continued from Page 15)

hour of a concert without whispering one's enjoyment to one's neighbor between selections, thought to be compelled to "bawl it out" (colloquially speaking) inopportune at a signal from the director! Sometimes the reading of a poem or the summing up of a discussion leaves us all quite silent for a minute or two, trying to "recapture the first, fine, careless rapture." Sometimes a student speaks out spontaneously. As often our "high moments" break over into whispered group comments. To the conventionally-trained teacher the first is more satisfactory; but I believe the latter are equally educational.

THE OTHER inhibition to be overcome is what I portray to my class as the sweet and pious desire to "please dear teacher." This time-serving attitude, the sordid impulse to re-echo the book and get a good mark, seems deeply-rooted in the average child mind, but it is not ineradicable! My earlier sets of papers, on Alfred Noyes for example, were largely a repetition of the information contained in the text, in some cases naively including criticism of poems not read. This is not as dishonest as it sounds. It is partly as one student said, because, "We have not the vocabulary for writing about poetry." But when one has pleasantly persuaded the class that the teacher does not care to read 36 repetitions of facts already known to him, it is comparatively easy to build up a code of sincerity and honest criticism. The first creative rapture comes to the student when he experiences the wholesome self-expression of writing what he thinks!

Crisp Critiques

Some of our living poets might be startled at the brands put upon them by worse than undergraduates, by under-Freshmen! A romantic lyricist is criticised "for thinking of love as an end and not a means." Her poems are "easily read and are refreshing in their simplicity and lyrical qualities. They are of a universally interesting theme, but they would not appeal to everyone because of the almost sentimental way in which they are written."

"Amy Lowell is the poet of nature made by landscape gardening and architecture. Frost seems to be Nature in the wild speaking for herself."

"I would not say that Robinson is sensuous; he does not attempt to be."

Edna St. Vincent Millay's poems are "serious in thought, yet gay in treatment."

"We hear so much about passion and so many times it is made ugly and distasteful that Walter De La Mare's poems are certainly a relief and a rest. Decidedly a poet must have courage and faith to hold himself steadily aloof from the competition of the marketplace."

"This blunt Swede (Carl Sandburg) has discovered something which few artists know—that life is the vital element of which the universe consists, that only healthy beauty is beautiful, and that all is poetry."

Reading Aloud

For those who are working along similar lines a comparison of methods might be of interest. Any successful method, of course, if flexible, growing out of the individual teacher and his particular class. My students generally prefer to have many poems read aloud by the teacher, followed or preceded by class discussion. They want a wide range and ready to read extensively. "It is more democratic to try to suit all tastes," one student expressed it. They resent intensive study of only a few poems. They do not like to read their own papers aloud. I am inclined to think those who do should be discouraged. They listen rapturously to readings by the teacher of selected parts of the best papers, their own and others. During the term it is easily possible to read something from each student. Papers on subjects that grow out of the course are written about once a week, varied by occasional poetry assignments. It is a solemn moment when the poetry comes in and is read aloud in class with critical comments. For students who need a spur to composition a general topic is given. Those who feel that poetry is impossible are at liberty to write in prose, trying to keep the poetic mood and style.

On the technical side the books that have helped me most as background are Max Eastman's "Enjoyment of Poetry," Bliss Perry's "Study of Poetry," and two books by Raymond Alden, "English Verse" and "Introduction to Poetry." Knowledge of form can be given a little at a time as a particular poem demands it. Especially helpful in forming standards are the qualities of poetry listed in Alden's second book. Students are easily interested in compiling such a list and using it as a



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basis of judgment in reading. Such work serves as material for what a student described as "the deadliest kind of test," that with the book open.

AN EVALUATION of such a course must always be vague and personal. To this particular teacher it is, to paraphrase Shelley's definition of poetry, the "best and happiest moment" of a happy routine. To a surprisingly large number of students it is a revelation of a new sphere of beauty and a wholesome sublimation of some of the emotional unrest of late adolescence. It is because I feel so strongly, as a result of my small experience, that these statements are conservatively true, that I have written in what may seem an unduly personal strain. But to get these results poetry must be taught as an art, as we teach music and painting, not sandwiched with formal composition or hashed in a hodge-podge of prose selections.

Of actual results it is possible to speak more definitely. A genuine interest in reading verse, by all the students of such a course seems to me inevitable. Poetry is the mother of literature and the birthright of even the uneducated. The tragedy is that the natural love for poetry, overlaid by civilization and frequently inhabited by earlier training, has to be re-cultivated; but the task is easy.

Original Verse

As to verse writing, all but three or four attempted at least free verse. More interesting still, I noticed a marked enrichment of prose style in almost all the students as they threw off the artificial restraints of formal composition and reacted to the contact with highly imaginative literature. Their free verse was much more poetical in treatment of subject-matter and in expression than their most strictly patterned rhythms. Apparently they could not master all the difficulties of a new medium at once. They approached poetry with all the naive joy of Hilda Conkling rather than the shallow sophistication of Natalie Crane. The few students who had written before were able to produce some rather finished work. In comparing our work with the output of other American schools, I was not ashamed of our result, though it was decidedly inferior to the work of the secondary schools of England where the group is, perhaps, selected.

The verses I have chosen for quotation are not the best, (the best, the product of marked

talent, I read reverently but do not claim), but they are from the superior group and represent, in each case, work written during the first term of the senior high school year by young people who had never before attempted verse.

An assignment of a child poem, after a week of studying child poets, elicited the following:

Study Time

*When strawberries grow in the tall elm trees,
And the sands of the Sahara grow muddy,
When tractors drift in the brisk ocean breeze—
That's the time I like to study.*

The author of "One Color" wrote in lighter vein till a study of Robert Frost brought her close to the stark realities of life. It should be judged generously as the philosophy of fifteen in poetic expression.

One Color

*To tragedy life's colors bloom and blossom as
the first white fruits of sorrow;
To joy they whisper love immortal through
the rose and fire gold of the dawn,
And hang love's laughter trailing from the
waning silver crescent of the moon—
Lone shimmering thread that watches out the
day.*

*To God these colors were the same when first
He splashed them over Eden*

*One color only—through the ages until now;
But, with a mood, the color shifts—our crystal
dims—we cannot see,
And where Joy was comes Sorrow from the
mists.*

*That rise. Eyes clearer than our own to see
Without a crystal that may harbor flaw,
In that Beyond of All, find Tragedy
And Joy—one color—for God made them so*

Carbon Monoxide Blues

*Dizzy skyscrapers towering into the sky,
Smoke-belching furnaces,
Honking autos, clanging street cars—
Oh! How I hate them all!*

*Dizzy mountains towering into the sky,
Free, cold air,
The great silence and beauty—
Boy! But I wish I were there!*

When I praised it to the author, he said in surprise, "Is that a poem?" The question is an open one in critical circles. The wise teacher of poetry will, I think, leave the decision to time and the critics, and be content with a generous definition of the term poetry.



Tom: "Who's the lucky dog—getting a nice letter from you?"

Jane: "A friend of mine who sends me checks."

Tom: "Some friend, I'd say. Let me see his name."

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The Franklin School

(Continued from Page 10)

THE Franklin School, shown in the accompanying illustration, is of the one-story open-air type which has become so popular in certain sections of this state.

The head house on main entrance motif contains the principal's rooms, library, teachers' rest room, and general store room, with health suite on the second floor. The main assembly room lies directly behind this unit, and will seat 460, and has a fully equipped stage.

On either side of this group are arranged the class rooms which open off a cloister in such

a way as to inclose two playgrounds, and the width of this cloister where it abuts the assembly room and main building has been widened to produce a covered play-court, so that the children may be out doors and yet be protected in rainy weather.

Besides the executive offices and health suite, the building contains twelve standard class and coat rooms, two special recitation rooms, lunch room, and manual training room, and boys' and girls' toilets. It is interesting to note that this building came through the recent earthquake in Santa Barbara practically undamaged.

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Announcing

A new edition of

The Health Index of Children

By Ernest Bryant Hoag, M. D.

Many California educators will remember the first edition of "The Health Index of Children" by the late Dr. Hoag several years ago. A continued demand from the educational public throughout the United States for this popular work on juvenile hygiene impelled Dr. Hoag to prepare a



new edition which was completed shortly before his untimely death. This new edition is now just from the press and ready for delivery.

The following Table of Contents indicates the scope of the work:

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You keep her enemies at bay,
Preserve the yucca's bloom
Beneath the pine-trees' gloom!
One other friend, a hand-maid fair,
Flitting through the fragrant air,
Serves this stately lady,
In a manner rare:
O silvery-white moth in moonlight gleaming,
As you hover near home in starlight's beaming,
Who taught you the yucca
Would give you a rest
And cradle your babies
In her own little one's nest?
And who taught the yucca she could not produce
Without the fairy pronuba's use?
GOD, in incomparable wisdom and power
Gives a home to the moth and seed to the flower!

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World Hero Prize Competition

PRIZES AGGREGATING \$1,200 will be awarded for the best short essays on the twelve figures in human history, men or women, deemed most worthy of remembrance as the world's greatest heroes, giving due consideration to (1) nobility of character; (2) fearless and self-sacrificing devotion to a great cause; (3) constructive work for humanity of a permanent character.

Rules of the Competition

A. To determine the twelve greatest heroes. Each school through its principal or acting principal may submit one list only of twelve names. (See restrictions under "Additional Directions.") The twelve names submitted by the greatest number of schools shall constitute the final test.

B. The competing essays. With the list may be sent one essay on each of these heroes written by a pupil of the school. The twelve equal prizes of \$100 each will be awarded for the best essay on each of the twelve heroes chosen as above.

a. Essays shall not exceed 200 words in length.

b. All essays as finally submitted must be in English, preferably typewritten and on only one side of the paper, which should be approximately 8½ by 11 inches.

c. All lists and essays must be in the hands of the Chairman of the Committee of Award on or before World Good-will Day, May 18, 1926. They will not be returned and will become the property of the Committee of Award.

Augustus O. Thomas, Augusta, Maine, is chairman of the committee of award. Announcement of the choice of the twelve greatest world heroes by the schools of the world will be made by June 15, 1926. The award of prizes for the best essays will be made as soon as possible after September 1, 1926.

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Bay Section

(Continued from page 26)

Ithaca, N. Y.; Judge Fletcher A. Cutler, President of the Native Sons, and James W. Foley, a poet and humorist of Pasadena.

Musical selections by the San Francisco City School Men's Choir under the leadership of Paul Mohr featured the Tuesday afternoon General Meeting. The speeches of Dr. Steiner, Mark Keppel and Fred M. Hunter were inspiring because of the phases of educational thought which they outlined. Dr. Steiner, as in his previous speeches, talked on the "Americanization of the American Public."

Mark Keppel gave a clear outline of the need of continued financial support of our schools. He paid his compliments to those who are endeavoring to put over a National Program. He urged the passage of legislation which would provide means to wipe out illiteracy. Mr. Keppel would raise the money where the wealth is, and spend it in the localities where the children are.

Mr. Hunter gave a clear outline of his hopes for education. He believes that only by training for Christian citizenship through character education can the unfortunate conditions confronting society be changed.

He laid stress upon the fact that more crimes are committed in certain cities of the United States than in the combined territory of many of our neighboring countries.

Dr. Cubberley gave some interesting ideas as to the methods of interpreting the public

schools to the public. Dr. Cubberley has contributed much to American education, and his ideas on this subject are certainly worth while.

Margaret Slattery from Massachusetts proved herself to be an outstanding speaker. Her method of presenting her ideas was well chosen. She believes that everyone should teach not only by precepts but by example. We can never be the nation we should be unless every citizen obeys every part of the Constitution. She told of her experiences in Europe at the close of the war, and expressed the wish that war might never be visited upon any nation again.

California is fortunate in having had a woman of her type to address its teachers.

Other speakers on the program were: Chester H. Rowell, Paul F. Cadman, Raymond Franzen, Joseph Marr Gwinn, Madeline Neverka, and President Roy W. Cloud.

At the Bay Section Council meeting Tuesday evening reports were given, and the following officers were elected:

President, May C. Wade of Berkeley

Vice-President, Walter L. Bachrodt of San Jose.

Secretary-Treasurer, E. G. Gridley of Oakland
State Council members were elected as follows:

1. Roy W. Cloud	5. J. E. Hancock
2. Elisabeth Sherman	6. John R. Williams
3. A. J. Cloud	7. W. E. Faught
4. A. G. Elmore	8. Wade F. Thomas

California Council of Education

Meeting of the Board of Directors, October 31, 1925

PURSUANT to call the Board of Directors, California Teachers' Association, met in San Francisco on October 31, 1925. The Board was called to order by President Keppel at 10:15 a.m. at the St. Francis Hospital in order that the Executive Secretary, then a patient in the hospital, might be present. The entire Board was present as follows:

Mr. Bird	Mr. Dunlevy
Mr. Chaney	Mr. Good
Mr. Cooper	Mr. Hunter
Mr. Crane	Mr. Keppel
Miss Mooney	

This was an especially called meeting to hear and consider the report of the special committee appointed April 11, 1925, in relation to organization and policy of the Association, particularly with reference to the further improvement of the Sierra Educational News. This committee was composed of Messrs. Cooper and Hunter and President Keppel, ex-officio.

Following the adoption of the minutes of the meeting of April 11 as printed in the May, 1925 issue of the Sierra Educational News, there was an informal discussion of a number of matters. Chairman Cooper of the special committee then submitted the report as a whole.



SAILINGS
JUNE 12, 26
and JULY 3,
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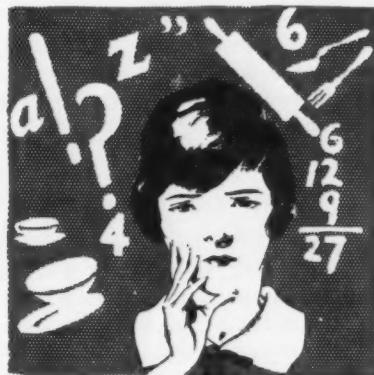
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On motion of Mr. Chaney, seconded by Mr. Bird, that the report be adopted, it was taken up for consideration paragraph by paragraph, every proposal being subjected to careful analysis. Accompanying the report were a number of recommendations for the further development of the Association.

Size of Journal

The question as to the size of the Sierra Educational News, whether it should be 7x10 inches as now or increased to the larger standard size of 9x12 inches, received full consideration. It was determined to make a further study of this, and members were requested to confer with the executive committee of the N.E.A. and with the Educational Press Association on the relative merits of the two sizes.

The secretary, on motion of Mr. Cooper, was requested to make a collection of various sizes of magazines and send them to the Board members. Decision was reached to continue the present size of 7x10 throughout the year 1926, final action as to change of size beyond 1926 to be had at the annual meeting in April, 1926.

State-Wide Scope

Under the question of the legitimate field of the Sierra Educational News, there was general concurrence in the opinion expressed by Mr. Hunter that "the Sierra Educational News shall be the official organ of the general parent association," as it is the means of cementing the Association together and is one of the chief elements in the tremendous growth of our organization. It was brought out that various groups of teachers desire from time to time something relating especially to method or material for their own classes.

All agreed that the professional needs as well as the organization needs of groups of teachers and the relation of these groups to the central association should be more fully met than seems possible at present. On motion of Mr. Hunter, there was appointed a committee to make a full investigation and report, committee consisting of Mr. Crane, Miss Mooney and Mr. Good. This committee is to report either at a time preceding the April meeting or at the annual session in April.

On motion of Mr. Cooper, the committee was allowed an appropriation of \$250 or so much thereof as is necessary provided such

expenditure is approved by the president and secretary or by either of them.

The recommendations of the committee on organization proposing to set up five divisions or activities to function under direction of the executive secretary were approved. Following consideration of a number of other important proposals the entire report was finally adopted. It was on motion of Mr. Cooper then ordered that copies of the report be sent each member of the Council for consideration at the December meeting.

The date of the next meeting of the Council was determined upon as December 5, the place to be the Alexandria Hotel, Los Angeles.

Kindergarten Donation

THE SECRETARY reported that the \$250 donated to the International Kindergarten Union to assist in financing the session of last July at Los Angeles had been returned through courtesy of Mrs. Eugenia West Jones. The local kindergarteners and the I.K.U. thanked the C.T.A., stating that more funds than needed had been collected, and expressed the belief that the money could be used to better advantage by the C.T.A. than by the I.K.U. On motion of Miss Mooney, the secretary was authorized to write a fitting letter to Mrs. Jones, expressing the appreciation of our Association.

Mr. Hunter brought to the Board a suggestion made to him by Vice-President Dawes in effect that our teaching bodies take action favorable to amending the rules of the U.S. Senate. It is recommended that the Senate rules be so amended that a Senate minority may delay action of the entire body for a limited period only. It was ruled that the matter might be brought before the Council under head of miscellaneous business.

On suggestion of Mr. Crane, motion prevailed that there be six meetings of the Board of Directors each year. The expenses of the members of the Board of Directors in attending the meetings were on motion authorized.

Board adjourned.

Signed MABEL BOGESS
Ass't Secretary

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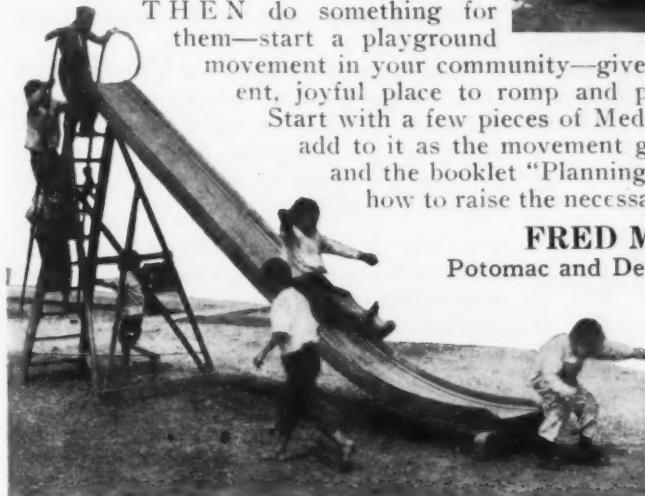
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Course of Study in Thrift in the Los Angeles Public Schools

ARTHUR H. CHAMBERLAIN

Chairman, National Education Association Committee on Thrift Education



HE work of the committee on thrift education of the National Education Association during the years of its existence has surely begun to bear rich fruit. One evidence of this is found in the thoughtful and aggressive way that school systems have taken hold of the thrift idea. In a number of cities, courses of study in thrift have been developed, and teachers and pupils are working intelligently to create thrift habits.

One of the latest and most significant developments in the interest of thrift education is the publication by the School Savings Department of the Los Angeles City Schools of a Course of Study in Thrift. This is a book of 51 pages prepared by A. J. Gray, Supervisor of the School Savings Department, and packed from cover to cover with material rich in thrift and conservation content; and hence of the highest value in the development of citizenship and character training. Miss Ethel I. Salisbury, Director of the Course of Study Department of the Los Angeles schools, says that this course of study "is the direct outgrowth of the practical work of that department in the class room and is therefore rich in suggestions for teachers who desire guidance in that important phase of education." The material is adapted for use of all grades, kindergarten to eighth grade, inclusive.

A Vigorous Campaign

The author furnishes suggestions to teachers and principals for guidance in providing desirable thrift instruction for children. Interest in thrift must be created and maintained and there must be instilled "a vigorous campaign against the enemies of thrift." Emphasis is placed on the necessity for correlating thrift with all other subjects. All pupils should be encouraged to open a school savings bank account. Reasons are given for changing an ordinary term savings bank account to a school savings bank account.

Of 100 ways listed for the earning of money

before and after school, the following are suggestive:

Hauling rubbish, folding and delivering hand-bills, delivering milk, cleaning chicken coops and yards, cleaning automobiles, selling waste paper and old magazines, delivering laundry, acting as companion to older people, entertaining small children, etc. etc.

Competition

Interesting methods of competition for individuals, class-rooms and schools are given; for example: A large map placed upon the wall upon which are located important cities on the various routes across the continent. The children then make paper or cardboard aeroplanes, these of different colors. The race begins from Los Angeles. Each time a child or room makes an additional deposit the aeroplane is moved forward a certain distance. Other projects are carried out in the form of class-room or school thermometers, the thermometer rising as the deposits increase.

A number of plays are featured. These are simple one-act affairs and can be carried out by the children in the lower grades. The play "Salvage" emphasises the value of thrift, through the character "Junk man." "Little Homemaker" is another play, "Thrift," "Waste" and "Homemaker" being prominent characters. Children are encouraged to write compositions, bringing out various phases of thrift. In the third and fourth grades, emphasis is placed upon thrift in time in school, the children being encouraged to be prompt. At assemblies, fire drills, etc., thrift in time outside of school, the children to obey time signals when crossing streets, practising orderly methods at home, etc.; thrift in materials in school—the saving of paper, pencils and the like and practice of care in the handling of library books; thrift in materials at home, where care is exercised in the use of soap, tooth paste, care in returning all borrowed articles, etc. There are also exercises involving thrift in the community, the conservation of human, animal and plant life, thrift in the use of money, etc.

There are many splendid problems and exer-

cises showing the correlation of thrift with arithmetic, English, geography and history. This type of study runs through the fifth to the eighth grades. Conservation and reclamation are given attention as well as problems in health, the manual arts, home economics, civics. There is also a section in the book devoted to budgeting, so that the pupils may early learn to budget income and expenditure, thus to discover the small leaks and prevent waste and to allocate funds for classified purposes.

A preliminary statement as to the purpose of this course of study declares that it is the hope to develop a broad understanding in the pupils of the specific facts underlying the principles of thrift, to train in habits of conversation and the wise use of all resources and to give a general working knowledge of the basic principles of modern finance through contact with the school savings account. There are definitions of thrift quoted from Arthur H. Chamberlain, Dr. Frank Crane and others. Superintendent Susan M. Dorsey of the Los Angeles schools emphasises the need for right attitudes on the part of children towards saving, and in the development of habits of thrift. She insists that "wastefulness amounts to a national vice" and expresses the hope that the course of study "will prove suggestive and that pupils will not only be given an impetus to save material things but will learn the wise use (the saving) of their leisure time and their surplus energy thereby developing habits of industry, promptness, self-control—in a word real character."



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